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ROCKWELL DENNIS HUNT, A.M., Ph.D.

Secretary of the Committee on Graduate Studies, 1909-1910  
Secretary of the Graduate Council, 1910-1919  
Chairman of the Graduate Council, 1919-20  
Dean of the Graduate School, 1920 to date

UNIVERSITY OF SOUTHERN CALIFORNIA  
PUBLICATIONS

A SKETCH  
OF THE  
DEVELOPMENT OF GRADUATE WORK  
IN THE  
UNIVERSITY OF SOUTHERN CALIFORNIA  
1910 - 1935

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## PREFACE

The primary sources for the following historical sketch are the minutes of the Graduate Council and the Dean's reports to the President and the Board of Trustees of The University of Southern California, all of which have been courteously placed at the disposal of the writer; the Year Books, Bulletins, and Commencement programs of the University; official information supplied by various officials from information in their respective offices; in several cases original reports of which the writer has the only copy; the whole interpreted by the memory of one who was a not inactive participant in many of the scenes described. The secondary sources are: Leslie F. Gay, *History of The University of Southern California*, a 300-page thesis presented to the department of History of the University, May 5, 1910; Samuel Eugene Gates, *A History of The University of Southern California, 1900-1928*, a 303-page thesis presented to the department of History, August 9, 1929; Rockwell D. Hunt, *The First Half-Century*, a 105-page volume celebrating the Golden Anniversary of the University in 1930; and the usual standard reference works. In the appendices the statistics concerning degrees issued through the Graduate School result from a fresh count of the entries in the Commencement programs, checked in some cases, though not in all, by the Registrar's records; and as to Certificates and recent degrees in the School of Education they are derived from Miss Katherine L. Humrichouse, the Secretary to the Dean of that School.

The thanks of the writer are due to the ever helpful Secretary to the Dean of the Graduate School, Miss Ruth Bohnett, and to various present students at the University, Mr. Lester S. Koritz, Mr. Cortez D. Reese, Mr. Roger Smith, Miss Margaret C. Morris, and Miss Kathleen Clark. And, of course, thanks are ever due to the invaluable little "Critic on the Hearth."

A. G.

November 16, 1935.



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James Main Dixon, A.M., Ph.D., F.R.S.E.  
Professor of the English Language and Literature

Edgar Maximilian von Fingerlin, Ph.D.  
Professor of the French and Italian Languages  
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# I

## THE UNIVERSITY IN EVOLUTION

The Graduate Department of The University of Southern California was formally organized in the autumn of 1910. But men and institutions are the product of their pasts as well as the precursors of what is to come. "We look before and after and sigh for what is not"—and frequently, as now, rejoice also in what is—of course, with the modesty becoming to the occasion. Let us, therefore, in beginning our discussion, assume the posture of two-headed Janus, looking both ways, from the pin-point of the men present of 1910 back into the past and forward into the future; or perhaps better, be like Dunsany's Gods of Pegana, who sat in the midst of things, and there was as much before them as there was behind and as much above them as there was below—which is surely both a modest and a chastened attitude, reminding us of the advances still to be achieved and of the abyss into which it is possible to plunge.

In the autumn of 1910, then, The University of Southern California included nine divisions: the College of Liberal Arts, the College of Physicians and Surgeons, the College of Dentistry, the College of Law, the College of Theology, the College of Pharmacy, the College of Music, the College of Oratory, and the College of Fine Arts. A backward glance at their respective histories will prove illuminating, even though the records themselves are not luminous.

### (a) THE PERIOD FROM 1880 TO 1910

The original deed of trust, dated July 29, 1879, transferred the land for the site of the new University from Ozro W. Childs, John G. Downey, and Isaiah W. Hellman, to a Board of Trustees consisting of A. M. Hough, J. P. Widney, E. F. Spence, M. M. Bovard, and R. M. Widney, with the clear specification that the University Corporation should be "under the control and management of the Southern California Conference of the Methodist Church." The cornerstone of the first building was laid September 4, 1880, "in the midst," we are told, "of a vast stretch of



unoccupied, uncultivated plain, covered with a rank growth of wild mustard," near Los Angeles, which was then a town of 11,183 souls.

At the initial meeting of the Board of Directors on September 3, 1880, the Reverend Marion M. Bovard was elected President of the University and his brother, F. D. Bovard, Vice President. On October 5 of the same year, the College of Liberal Arts opened its doors to a group of some fifty students, offering a curriculum of classical, philosophical, and scientific courses leading to a bachelor's degree. In 1884 the first class, numbering three, was graduated, among them George Finley Bovard, a younger brother of the President and himself destined to be the fourth President and one of the most powerful forces in shaping the future destiny of the institution. Three years later, George F. Bovard attained the degree of Master of Arts and became our first graduate alumnus.

Space will not permit the detailing of the varied experiences of the following years: of the laying of the cornerstone of the new main building (now "Old College") on September 20, 1884; of the dreams of the "boom days" of the 'eighties; of the desperate struggle of 1887-1893, when the "land-poor" college, owner of a vast tract enormously rich in material potentialities, was obliged to part for a song with widespread acres that it has since been obliged to buy back at a price sufficient to underwrite a full season of symphony. We can only refer to the days when, under the temporary administration of Dr. George F. Bovard, then President of the Board of Trustees, the little college of nine faculty members and one hundred and seventy-five students obtained the princely endowment of \$200,000; to the election of Dr. Bovard to the institutional Presidency in April, 1903; to the enlargement of "Old College" by the addition of north and south wings in 1905, the introduction of new departments into the curriculum, the gradual strengthening of the faculty, and, little by little, an affiliation with various professional schools—until the catalogue of March, 1910, lists six executives and fifty-one persons on the teaching staff in Liberal Arts with an enrollment of 519, and a registry in the entire institution (including nine colleges, a preparatory school, and a summer session) of 193 officials and instructors and 1,755 students.

From the days of its inception the founders of the College of Liberal Arts had conceived of it as the logical center of a University system. That conception was to be realized, though not by the steps that they then considered probable. With a local incorporated University to serve as a focal point, it was natural that there should be a gradual *rapprochement* between it and the neighboring institutions of higher learning. At the same time, under the stringent financial conditions preceding and immediately following the turn of the century, it was imperative that each division should be responsible for its own monetary support. The result was that the earlier University was in the nature of a confederacy under the guidance and supervision of the President rather than a tightly knit union. In fact, possibly the most striking individual feature in the history of the institution as one reviews it after this length of time, is the gradual but inevitable strengthening of the bonds of this confederacy until it became a strongly unified whole with only one still unaffiliated professional school, the College of Dentistry—a half sister who holds in her own field as proudly eminent a position as does the central University itself.

We may rapidly trace the operation of this mutual attraction of academic gravity. We find its first occurrence in connection with the Maclay College of Theology. Originally situated in San Fernando Valley, on a plot of seventy acres made available by the munificence of Senator Charles Maclay in 1885, that divinity school opened its doors on October 5, 1887. In 1893 it was temporarily closed, but a year later, under the management of J. P. Widney, one of the original members of the Board of Trustees of the University, it was brought to West Los Angeles and reopened in October, 1894. However, in spite of the fact that it had been included in the visioned "University system" of the trustee. In the late 'eighties, apparently its change of location did not bring any immediate organic relationship between the two corporations. In June, 1899, the Maclay School was again closed and so remained until 1907, when, under the Deanship of the loved Dr. Ezra A. Healy, it at last resumed its activities on the campus of the University itself. How close was the relationship is evident from the fact that Dean Healy for a number of years was also President of the University Board of Trustees. Despite his

retirement to the position of Dean Emeritus in 1921 until his death a decade later Dr. Healy was a wise and powerful influence among both faculty and students in all departments of the organization, where his sunny disposition and keen wit—he was a prince of after-dinner speakers—made his frequent presence a source of constant delight.

Springing originally out of courses in the College of Liberal Arts, a College of Fine Arts was organized as a separate affiliated school in 1887. In 1895 it passed under the direction of Dean William L. Judson and became, under his guidance, one of the largest and most efficient art schools in the West. In the year of our especial interest, 1910, it suffered a disastrous conflagration that destroyed its home at 201 East Avenue 66; but it was immediately rebuilt and continued under Dean Judson's direction until his retirement on July 1, 1920, when it was discontinued, its place being taken, at first in part and later entirely, by the department of Architecture in Liberal Arts, which ultimately (1934) became the College of Architecture and Fine Arts.

Similarly arising out of courses in the College of Liberal Arts, a College of Oratory was organized in 1895, with Miss Maud E. Willis as Principal. After successive periods under the supervision of Professor Lee Emerson Bassett (later for years associated with the department of English of Stanford University) and Miss Jessie M. Roberts, in 1903 it passed under the charge of its first Dean, the gracious Miss Beulah Wright, who in 1910 still held that position. Under her direction the University laid the foundation for its brilliant record in intercollegiate debating, in which, competing against some of the foremost institutions in America and from across the seas, it has had a career that is little short of phenomenal.

A department of Music was organized in the College of Liberal Arts as early as September, 1884. In 1893 this was reorganized as a College of Music under the direction of Mrs. L. H. Stagg. In June, 1895, the newly appointed Dean, Frederick A. Bacon, called Walter F. Skeele to be head of the organ and piano departments, and on the resignation of Dean Bacon three years later Professor Skeele succeeded him. In 1910 Dean Skeele was an active and popular figure on the campus, presiding at the organ at assemblies and revealing unusual cleverness in "stunts" at

student gatherings. He was to remain chief administrative official of the College until some two years before his death in 1935. During his guidance of its destinies he associated with it, actively or indirectly, some of the most dominant figures in the world of music, both local and international.

On November 17, 1896, a group of law students, meeting in the police court room of Justice Morrison in the old City Hall, formed a "society for mutual improvement" by adopting a constitution and by-laws for "The Law Students' Association of Los Angeles." As their preceptor they selected James Brown Scott, an A.B. and A.M. of Harvard and a J.U.D. of Heidelberg. When in June, 1897, the association was incorporated as "The Los Angeles Law School," Mr. Scott was made Dean and held that position until he was called to the University of Illinois. Here he again mounted to a Deanship and later, both through his writings and by reason of his membership on various international tribunals, attained high distinction in the field of international law. James Brown Scott "may thus be regarded as the founder of the School of Law of The University of Southern California," records Dr. Rockwell D. Hunt, a chief historian of the earlier years of the University. In 1901 the Los Angeles Law School was reincorporated as the Los Angeles College of Law and a working agreement was established whereby the University conferred degrees upon its graduates but had no control over its administration. This proving unsatisfactory, in 1904 the University Trustees organized the Southern California College of Law to take the place of the earlier organization and to proceed under the direct control of the University. Mr. Frank M. Porter became the new Dean, a position that he held until 1927. Under his direction the school offered a three-year curriculum and also operated a summer session and an evening department; and in 1907-8 it began to encourage a higher grade of preparation in its students by awarding the double degree of A.B. and LL.B. to students who had completed three years of Liberal Arts in addition to the regular course of legal studies. In 1908 it was granted membership in the Association of American Law Schools. When at the same time it added a year of postgraduate work leading to the degree of Master of Laws for holders of the LL.B. from schools of proper standing, it pointed the way for the official action

of the College of Liberal Arts in 1910, the object of our main interest.

In 1908 an older College of Medicine, founded in 1885 and a member of the Association of American Medical Colleges, parted company with this University and after negotiations with the University of California at Berkeley, became the Los Angeles Department of the College of Medicine of the University of California. In its place, the College of Physicians and Surgeons, organized in 1904, became an integral part of The University of Southern California on August 11, 1909, the President of the University exercising financial control and defining the larger policies. In 1910-11 the new situation was still in the process of adjustment. Meanwhile, the older college graduated its senior class and then died of inanition.

In its beginnings the College of Dentistry dates from 1897, when in the College of Medicine Dean H. G. Brainerd sought to give dental students a local center in Los Angeles by instructing them, together with the medical students, in such subjects as anatomy, physiology, and chemistry, and isolating them for special instruction in dental technique. In the following year Dr. Edgar Palmer became the first Dean of the College of Dentistry. In the academic year 1903-4, under the administration of Dean Garrett Newkirk, the curriculum was expanded to a four-year course of seven months a year, with eighteen departments of study. On May 12, 1905, it was incorporated as the College of Dentistry of The University of Southern California, the University having one representative on its Board of Trustees. Dr. Lewis E. Ford was immediately made Dean of the reorganized institution, and is the present incumbent. As has been indicated above, it has been for years one of the outstanding dental schools in America.

Like the College of Dentistry, the College of Pharmacy originated in the School of Medicine. Its first classes were held in 1905, and on October 22, 1906, it became affiliated with the University. In the beginning of its third year its classes were transferred to a new frame building, excellently equipped for the purpose, on the University campus, where its work was intimately co-ordinated with that of the department of Chemistry. In 1910 Dr. Laird J. Stabler, who had been one of the prime forces in its organization, was appointed Dean, and has served in that capacity

ever since. Though nominally affiliated, it was in effect an integral part of the institution.

#### (b) THE PERIOD FROM 1911 TO 1921

Such was the University at the time that a curriculum of graduate courses leading to the higher degrees was authorized in the College of Liberal Arts and a body of the Faculty, the Graduate Council, constituted for its planning and administration. However, before continuing with a detailed study of its methods and procedures, it will be advisable to continue our survey of the history of the University as a whole, touching merely upon salient points with a view to establishing a background for the record to follow.

The period that began with September, 1911, was primarily one of enormous growth in numbers. This did not come from the addition of new schools of external origin by the process of affiliation and absorption. That stage in the growth of the institution was, in general, past. The period was rather one of a natural growth springing largely from the rapid development of southern California as a locality. In 1911 one of the characteristic features of Los Angeles street life was a huge sign in incandescent lights urging a million inhabitants for the city by 1920; but before the decade was half gone, the figures had been raised to demand one and a half million by the same date. Naturally, then, the University, sharing in this general expansion, was confronted with the problem of taking care of the numbers that threatened to swamp it. As one student put it at the time, we were constantly "growing out of our skin." This may be illustrated by figures assembled in a report dated February 27, 1915, and made by a committee of the Graduate Council to the Board of Trustees at the request of the President of the Board of Trustees. It dealt with the needs of the College of Liberal Arts, and gave these figures as to the growth of the Liberal Arts student body (exclusive of summer sessions) year by year for the preceding half decade.

#### UNDERGRADUATE ENROLLMENT

1909-10	481	
1910-11	590	an increase of 22.6%
1911-12	706	an increase of 19.6%
1912-13	774	an increase of 10.3%
1913-14	882	an increase of 13.9%

### TOTAL LIBERAL ARTS ENROLLMENT (EXCLUSIVE OF SUMMER SESSION)

1909-10	521	
1910-11	624	an increase of 19.7%
1911-12	809	an increase of 29.6%
1912-13	894	an increase of 9.7%
1913-14	1,066	an increase of 18.1%

Recognizing that on account of the opening of graduate work the year 1911-12 was unusual, the committee nevertheless estimated that the average rate of total increase annually had been 15.8 per cent.

An attempt was then made to estimate the increase that might be anticipated during the coming five years, basing on (a) a conservative minimum of 10 per cent and (b) the past normal of 15.8 per cent, with the following results:

	Minimum (10%)	Normal (15.8%)
1914-15	1,172	1,236
1915-16	1,289	1,430
1916-17	1,417	1,655
1917-18	1,558	1,917
1918-19	1,713	2,219
1919-20	1,884	2,570

The realization of these expectations was interfered with by the entrance of the United States into the World War in April, 1917; but nevertheless they will serve to show the problem that annually confronted us in one college alone.

The result was the inauguration of a strong progressive movement under the leadership of President Bovard, J. W. Hancher, E. C. Leitzell, and Tully C. Knoles. On March 30, 1917, the Board of Trustees announced that all the frontage on the west side of University Avenue between Thirty fifth Place and Exposition Park had been purchased by the University, assuring what was then considered "an adequate campus" for expansion. There followed a drive for a "million dollar jubilee endowment fund." This was held between April 21 and June 12, 1918, and the July issue of the University Bulletin of that year (triumphantly entitled "Victory Number") announced the oversubscription of the fund to a sum of \$1,158,131.00—figures that were later raised to \$1,227,000.00. Then ensued a campaign for an additional "build-

ing fund," which the Year Book of March, 1920, announced as in progress, adding that the new George Finley Bovard Administration Building was under construction and would be ready for occupancy in the fall of 1920. However, although the cornerstone of the new building had already been laid on October 14, 1919, the completed structure was not dedicated until June 19-23, 1921. The North Wing was to be known as the James Harmon Hoose Hall of Philosophy and the South Wing as the Thomas Blanchard Stowell Hall of Education, in memory of those potent educational leaders in our development.

The new Administration Building covered the front of the entire block from 35th Place to 36th Street. It contained the President's suite of four rooms, the general executive offices of the University, a two-galleried auditorium of a capacity of approximately 2,000, two lecture halls seating some three hundred each, two spacious parlor-libraries intended to be known as Stowell Hall and Hoose Hall *par excellence*, and some thirty classrooms and large departmental offices. The pipe organ in the auditorium, especially, was and is a very notable instrument. Dean Skeelee had toured the country examining instruments and interviewing organ builders before completing specifications. It was then the largest organ on the Pacific Coast with the exception of the San Francisco municipal organ. It contains more than 5,000 pipes, with 67 straight speaking stops, 13 of them borrowed or extended in the pedals, 34 couplers, 42 pistons, et cetera, making a grand total of 175 movements. The pipes are in five divisions handled from a four-manual console, with almost the entire organ encased in swell boxes. The construction and furnishing of the building cost between \$500,000 and \$600,000. With this the first era in the development of the University reached, on its material side, a triumphant climax.

On the intellectual side, the years from 1910-11 to 1921 are doubtless equally significant, but being less spectacular and more deeply hidden, as things of the mind are ever less evident than enrollment statistics and buildings, the significance is less easy to demonstrate. The period was one of consolidating gains, of raising standards, of rectification of grading systems, of deepening of scholastic ideals. Something of the spirit and method of this will be more evident in the section concerning the graduate work to



follow, but to trace it through its many ramifications in the various departments and colleges of the institution would be a subject for many graduate dissertations—and even then, the finer essence, the spiritual element, would escape the investigator. Nevertheless, a few prominent facts with regard to advances of this type may be mentioned.

The systematic organization and administration of the Liberal Arts Summer Session was undertaken by the University in preparation for the summer of 1912. As a result, beginning in 1916, summer after summer has seen in ever-increasing numbers the visits of notable scholars from all parts of the United States, who have brought of their best and served as a strongly stimulating influence upon the life of the entire institution. For a number of years past almost one half of the summer faculty has consisted of the visiting group.

A movement was inaugurated for a chapter of Phi Beta Kappa as early as 1912. In the year 1915, according to documents still preserved, out of a total of fifty on the teaching staff of Liberal Arts, eleven had the Phi Beta Kappa key. In 1914 a "Scholarship Society," proceeding by Phi Beta Kappa methods, was founded for the stimulation of student intellectual attainment.

Not only did the University issue the California High School Teacher's Recommendation for work in course from 1911 on, but for several years in the middle of the decade various members of the Liberal Arts Faculty were made special examiners to the California State Board of Education for dealing with examinations of such teachers from outside the state as came up for credentials through special channels.

In 1918 the Faculty adopted the so-called "biological curve" as a general guide for keeping the grading system of Liberal Arts and a number of other colleges standardized.

In June, 1918, the Liberal Arts department of Education was made the School of Education with its previous head, Dr. Thomas B. Stowell, as the new Dean.

On January 27, 1920, the Trustees authorized the organization of a College of Commerce and Business Administration. Of this Dr. Rockwell D. Hunt served as Dean from 1921 to 1924.

The College of Music began formally to grant the degree of Bachelor of Music in 1917. From 1921 to 1924 the head of the

department of piano was the world-famous concertist; Miss Olga Steeb.

In 1920, owing to the fact that the financial support of the College of Medicine under postwar conditions did not permit the University to administer it upon the high grade that was desired, that college was closed, not to be reopened until 1928—which we may accept as a high test of scholastic integrity.

### (c) THE PERIOD FROM 1922 TO 1935

Early in 1921 President Bovard, who had for a number of months been suffering in health, requested the Board of Trustees to seek a new head for the institution; and in October of that year Dr. Rufus B. von KleinSmid, President of the University of Arizona, accepted a call to this institution. He was installed April 27-29, 1922; an occasion marked by the assembling of many scholars from all parts of both Americas in a Pan-American Conference.

This is not the time or the place even to list, much less to attempt to evaluate, the various steps of his accomplishment. His problems have been of at least five varieties: financial, materially constructive, educational, social, and promotional. In each of these phases he has achieved highly. Under his administration, it is not too much to say, the University has undergone a second birth. We can only list some elements in the results.

Early in the period there was inaugurated a campaign for \$10,000,000, a movement that is still in progress.

The original list of nine Colleges has been reorganized and augmented into the following imposing roster:

#### COLLEGE OF LETTERS, ARTS, AND SCIENCES

SCHOOL OF PHILOSOPHY

SCHOOL OF SPEECH

SCHOOL OF JOURNALISM

SCHOOL OF MUSIC

SCHOOL OF RELIGION

SCHOOL OF LAW

COLLEGE OF DENTISTRY (Affiliated)

COLLEGE OF PHARMACY

THE GRADUATE SCHOOL

SCHOOL OF RESEARCH

COLLEGE OF COMMERCE AND  
 BUSINESS ADMINISTRATION  
 SCHOOL OF MERCHANDISING  
 SCHOOL OF EDUCATION  
 SCHOOL OF SOCIAL WORK  
 THE LOS ANGELES UNIVERSITY OF  
 INTERNATIONAL RELATIONS (Affiliated)  
 UNIVERSITY COLLEGE  
 COLLEGE OF ARCHITECTURE AND FINE ARTS  
 COLLEGE OF ENGINEERING  
 SCHOOL OF MEDICINE  
 SCHOOL OF GOVERNMENT  
 UNIVERSITY JUNIOR COLLEGE  
 THE SUMMER SESSION

Even the more recent of these have unquestioned, and in some cases exceptionally high, standing in their respective fields of activity.

The building program has been remarkable. The original group of two substantial structures that formed the nucleus for the housing of the University in 1921 has been enlarged until the campus now boasts the following major edifices, named in order of the dates of their erection:

- 1905. OLD COLLEGE. (Cornerstone and center, 1884.)
- 1921. BOYARD ADMINISTRATION BUILDING. (Including Hoose and Stowell Halls.)
- 1924. SCIENCE HALL. (South Wing.)
- 1925. ELIZABETH VON KLEINSMID WOMEN'S RESIDENCE HALL.
- 1925. THE LAW BUILDING.
- 1926. THE SCHOOL OF ARCHITECTURE.
- 1928. NORMAN BRIDGE HALL.
- 1928. THE STUDENT UNION.
- 1928. SCIENCE HALL. (Center and North Wing.)
- 1929. SEELEY WINTERSMITH MUDD MEMORIAL HALL OF PHILOSOPHY.
- 1930. PHYSICAL EDUCATION BUILDING.
- 1932. EDWARD L. DOHENY, JR., MEMORIAL LIBRARY.
- 1935. TOWN AND GOWN FOYER AND BANQUET HALL.

The present official valuation of the University property is as follows:

Grounds .....	\$2,351,200
Buildings .....	4,532,300
Books and Equipment.....	1,488,500
<b>Total .....</b>	<b>\$8,372,000</b>

In this connection especial attention should be given to the gem of the buildings upon the campus, the Doheny Memorial Library. This structure, of pale Roman brick and cream colored limestone enlivened with colored marbles and adorned with stained glass and heroic statutes of Homer, Dante, and Shakespeare, contains a main reading room, a reserve reading room, four other reading rooms, a treasure room for rare editions and manuscripts, seven seminar rooms, fifty-one cubicles and ninety carrels for individual study and research, and a stack with a capacity for 300,000 volumes and ultimately, by additional shelving, for over half a million. It is 249 feet long, 176 feet wide, and 94 feet high, with a total seating capacity of approximately 1,450. There are also seven other libraries devoted to special interests on the campus, housing in all, in addition to the main stack resources, the Stowell Research Library in Education, the Clarence E. Rainwater Library in Sociology, the Paul Arnold Library in Mathematics, the Hoose Library in Philosophy, the Seeley Mudd Collection of rare manuscripts and incunabula in Philosophy, the Jane Carlin Flewelling Collection in Philosophy, the Herbert Wildon Carr Collection in Philosophy, the Finck Linguistic Library in Comparative Philology, the International Relations Library (largely the gift of President and Mrs. von KleinSmid), and special collections in Law, Dentistry, Medicine, and Architecture and Fine Arts.

Although not organically connected with any, the University also fortunately finds its library resources augmented by the approximately 300,000-volume treasure house in the Henry E. Huntington Library and Art Gallery at San Marino, California; the 1,000,000 volumes in the Los Angeles Public Library; and the books and research material in history, archaeology, and related material in the neighboring Museum Building at Exposition Park; not to mention a number of other public, private, and college and university libraries to be found in Los Angeles and the vicinity.

On the side of personnel, as listed in the University Year-Book for 1934-35, the faculty has grown to a carefully selected group of 531 professors, associate professors, assistant professors, and lecturers; 206 instructors, assistants, and fellows; 35 on the library staff; 91 other officers of administration and assistants; and 17 on the intercollegiate athletic staff;—exclusive of a supplementary summer group of 47 professors, associate professors, as-

distant professors, lecturers, and instructors. Among these in general the definition of function has been more accurately fixed, and the performance of those functions therefore placed on a more expert level. A number of improvements have been introduced in the methodology of instruction, and the academic machinery has been diversified and lubricated. Public contacts have been multiplied and systematized. A series of radio programs especially, through two networks of five and fourteen stations respectively, must have been widespread in their influence.

In short, the University has been largely rebuilt during the years since 1922. And the end is not yet.



RUFUS BERNHARD VON KLEINSMID, A.M., Sc.D., J.D., Ph. et Litt.D., LL.D.  
Fifth President of The University of Southern California  
1922 to date



## THE DEVELOPMENT OF GRADUATE WORK IN THE UNIVERSITY

### (a) THE PERIOD FROM 1910 TO 1919

Previous to the year 1910 the occurrence of graduate students had been more or less sporadic. As has already been pointed out, George Finley Bovard, who in the year 1884 was one of the three in the earliest graduating class in the College of Liberal Arts, in the year 1887 proceeded to the degree of Master of Arts and thus became our first graduate alumnus—a noble example to his successors. He was followed in the year 1888 by E. N. Currier, and by three others in 1890 and one in 1891. Then ensues a gap up to 1902, with only one lonely A.M. in 1896 to serve as a courageous stopgap. Altogether, according to Mr. Samuel E. Gates, who has collected the figures, between 1887 and 1910 there were but forty-two upon whom the degree of Master of Arts was conferred, thirty-four men and eight women. There were also thirteen Masters of Philosophy and seven Masters of Science. From 1902 on, the numbers had slowly increased, with the results that we are now to see unfold.

It should be premised, however, that, as we have seen, the College of Law had, in the year 1908, extended its curriculum to include courses toward the attainment of the degree of Master of Laws for those who already held the LL.B., and this had been conferred upon eight men in 1909.

Meanwhile in the period since the founding of the University in 1880 the little town of 11,000 souls had grown to a metropolis, according to the census of 1910, of 319,198, with a total area of some 300 square miles and with sweet shops on Broadway that were famous east of the Mississippi. The University was much nearer Los Angeles, which was rapidly growing southwestward—and every other way! The neighborhood of the University was no longer "West Los Angeles," but "University." Figueroa and West Adams streets (now somewhat on the decline) were then for miles streets of fashion. Exposition Park, thanks to Mr. William M. Bowen, was a dream to be realized in verdured beauty in three years. But the streets of the neighborhood still



left much to be desired when it rained, and by street car the University was inaccessible between the hours of one and five a.m. Nevertheless, Old College was then practically what it is now, and you may still visit all the rooms in which the first meetings of the Graduate Council were held, though one must look on them with the eye of memory to restore the furniture of the past.

In the year 1910 the listed faculties of the University, according to Mr. S. E. Gates, numbered as follows: Liberal Arts, 55; Medicine, 40; Music, 10; Dentistry, 34; Law, 33; Oratory, 8; Theology, 9; Pharmacy, 12. It is probable, however, that this listing involves a certain amount of duplication. The total cumulative enrollment, year by year, during the preceding decade up to June, 1910, had been 10,060. Up to the same date it had conferred a total of 438 degrees and 81 certificates and diplomas.

The earliest records of graduate work in an organized way in the College of Liberal Arts concern a meeting, on September 28, 1909, of a "Committee on Graduate Studies" consisting of Dr. J. H. Hoose, Professor of Philosophy (chairman); Dr. R. D. Hunt, Professor of Economics and Sociology (secretary); Dr. J. M. Dixon, Professor of English; Dr. E. M. von Fingerlin, Professor of Italian and French; and Dr. T. B. Stowell, Professor of Education. Three special cases of applicants were considered and one, Mr. W. C. Hanawalt, was regularly accepted as a candidate for the degree of Master of Arts. On October 4 Mr. J. B. Lillard was similarly accepted and on October 12 Royal A. Weaver was tentatively admitted. Several others were denied. Under date of November 16 of the same year we find the important record:

The question of announcing a graduate department was discussed. It was the general sentiment that it is not at present desirable to announce a distinctively graduate department. On motion it was decided that the committee cannot at present advise anything beyond the M.A. degree, but that it prepare to appeal to different departments for an expansion of opportunities for the Master's work. Moved and seconded that a special committee be appointed to recommend a complete set of regulations governing the form and substance of the Master's thesis. Passed. Hunt and Dixon appointed.      b

On the following January 7 Professor Hunt reported for the Sub-Committee on Instructions for Graduate Theses. The report,

with slight modifications, was adopted, and the Committee, with Dr. Stowell added, was instructed to prepare the report for printing.

On January 17, 1910, the committee met to hear a report from a subcommittee of one, Dr. Stowell, on requirements for the degree of Master of Arts. It provided that:

Each candidate for the degree of Master of Arts must pursue at least one year of systematic study, *in residence*, and must present a thesis acceptable to the Graduate Committee.

The course of study, which may be in any or more than one of the departments of graduate study offered by the University, must be approved by the Committee.

The work of the candidate must show marked excellence; and the thesis must conform with the printed regulations furnished by the University.

The report was adopted and the subcommittee instructed to have printed 100 or not to exceed 200 copies.

On February 8 Dr. Stowell reported on the question of a definite Graduate Department for the University. "Points: (1) Reaction of such Graduate Department on undergraduate standards; (2) incentive to undergraduates to continue work; (3) incentive to undergraduates to remain here for work."

The other fourteen meetings of the year dealt with routine, the committee being in general strict in its maintenance of standards.

Nevertheless, though unchronicled in the minutes, an epoch-making step was taken by the University authorities. Dr. Stowell, who had come to the University in 1909 soon after his resignation as President of the Potsdam State Normal School in the State of New York, became deeply interested in the matter of obtaining authorization from the California State Board of Education for The University of Southern California to issue Recommendations for California High School Teachers' Certificates. Formal application to this end was made to the State Board, which application was considered at a meeting of the Board at Riverside on April 22-23, 1910. The University was represented by President Bovard, Dr. Stowell, Dr. Hunt, and Trustee William Bowen. In the *Western Journal of Education* for May, 1910, occurs the following statement in the report of the meeting:

## GRADUATE WORK AT SOUTHERN CALIFORNIA

These gentlemen [the four above mentioned] were closely questioned by the members of the Board, particularly concerning the equipment of the Graduate School of the University and the probability of sufficient funds being available in the near future to complete such equipment. The whole matter was referred to the Committee on Accrediting Universities, for report at a later time in the meeting. The committee submitted its recommendations the following day, advising that while it could not recommend the granting of the request at the present time, it would be well to authorize the committee to continue its investigation with a view to determining whether or not the institution might be properly accredited at the end of another year.

However, after further investigation the State Board acted much more speedily. On December 12, 1910, a communication from State Superintendent Albert Hiatt was read before the Graduate Council setting forth the conditions on the fulfillment of which such recommendations might be issued by the University. Each point was given careful consideration by the Council. On February 10, 1911, the University was duly accredited by the State Board in the matter of such issuance, thus placing it on a level in that respect with the University of California and Stanford University. This was regarded as a signal achievement, inasmuch as it gave The University of Southern California a unique position among the educational institutions in the southern part of the state.

Meanwhile, the new vigorous graduate policy of the University was bearing fruit, as is evident from a note in the *Western Journal of Education* for October, 1910:

The freshman class of the University of Southern California is the largest in its history. . . . In addition to an unusually large number applying for recognition as graduate students, many Los Angeles city teachers are entering for special work. It is now the definite policy of the University to meet fully the demand for graduate work, which is more strongly organized than ever before.

It will be appropriate and interesting to note in some detail the outstanding features in the secretary's records of the meetings of the committee (now augmented by the addition of Dr. Gilbert E. Bailey, Professor of Geology) during this first year of militant graduate development. On every page appears evidence of the keen sense of responsibility felt by the members of the group, and the critical care that they employed in investigating all cases and tracing step by step the individual progress of each student.



THE ORIGINAL GRADUATE COUNCIL  
1910-1911

Gilbert Ellis Bailey      James Harmon Hoose      Thomas Blanchard Stowell  
Dennis Rockwell Hunt      James Main Dixon      Edgar Maximilian von Fingerlin      George Finley Boyard



At the earliest meeting of the year, on September 12, 1910, the first person introduced was a Japanese, Mr. Kohno, a graduate of Waseda University at Tokio. Thus early did the Oriental problem make its appearance. He and three others were given graduate standing, one of the others merely provisionally. On September 13 three others similarly appeared before the committee in person and explained their cases, one of them a Japanese and another a woman, Miss Bertha Jacoby, the first woman's name to appear in the Secretary's record. All were asked to supply more detailed credentials. On September 15, two other cases were considered and referred back to the Undergraduate Scholarship Committee as not prepared for graduate work. On September 19 there is the first mention of a student as working toward the High School Teacher's Credential, a Miss Wright, a graduate of the University of Michigan and the Normal College of Ypsilanti. She bore a letter from Professor A. F. Lange, then Dean of the School of Education at the University of California and Chairman of the State Board of Education, to the effect that if she would take twelve hours of suitable advanced work at The University of Southern California it would probably be sufficient to induce the State Board to grant her the Special High School Teacher's Credential. (This, coming before the formal action of the State Board recorded above, was a significant straw indicating the way the wind was blowing.) Other meetings of a similar nature were held on September 22 and 28. Those of October were largely concerned with discussion of the proposed reorganization and fixing of standards for the graduate work as outlined above.

On September 28 the Secretary and Dr. Stowell were appointed as a special subcommittee to interview the President regarding ways and means and a better organization of the graduate work. On October 25 the subcommittee presented its report recommending the organization of a Graduate Department of the U. S. C., which report, after discussion and slight amendment, was duly approved by the Committee on Graduate Scholarship. President Bovard gave his approval to the report October 26, 1910.

The purpose of the newly organized Graduate Department, as stated in the report, was three-fold:

- (1) To give due prominence to the Graduate Course of instruction offered by the University;

- (2) To insure systematic and efficient administration of this higher work;
- (3) To provide separate instruction for Graduate and Upper Division students.

The Committee on Graduate Scholarship accordingly became the Graduate Council of the University, whose charter membership was composed as follows: James H. Hoose, Chairman; Rockwell D. Hunt, Secretary; Thomas B. Stowell, James M. Dixon, Edgar M. von Fingerlin, and Gilbert E. Bailey.

Above the record of the meeting of December 5 appears, in Secretary Hunt's calligraphy, exquisite as steel engraving, the new title, "Graduate Council." At this meeting the progress of twenty-three graduate students and their status as to the A.M. were reviewed. In eleven cases the report was favorable; for four the information was as yet incomplete; six were not candidates for the degree; one (a Japanese) was admonished that his work was not satisfactory; one was "not reported as doing work." The letter from Superintendent Hiatt above mentioned was read and referred to President Bovard. At the meeting of January 30 the thesis topics of the year's candidates for the A.M. were reviewed. (The only two previously reported for approval had been amusingly dissimilar: "Expressiveness of Spondees and Dactyls, based on the last six books of Vergil's *Æneid*" and "The Contrast in the Effect of Religion and of Philosophy on the Civilization of the Middle Ages"! ) The tangled case of a man who wished to work both as a graduate student in Liberal Arts and as a candidate for the M.D. in the Medical School required the attention of the Council through three meetings, and finally necessitated consultation with the President.

On February 20, 1911, President Bovard presided. Dr. Hoose presented his resignation as chairman (he was venerable in appearance and none too strong) and Dr. Stowell was appointed to the position. The following meetings were largely occupied with matters of policy. The heads of departments offering graduate courses were asked to meet with the Council "with a view to preparing statements of courses for consideration by the Council." Regulations for the A.M. degree occupied two meetings. "In Residence" was defined as meaning "regular registration in the University and regular attendance at classes conducted by professors or instructors of the University." The President asked

the Council to make a study of the A.M. requirements in comparison with those of the University of California. The question of requiring an oral examination preliminary to the conferring of the A.M. was raised, but no decision was reached. There was discussion of the problem of what amount of credit should be given to Normal School graduates. The "one half year of graduate study" required, under State Board rules, of experienced teachers who sought the High School Teachers' Credential was interpreted to mean a minimum of thirteen hours of graduate work. At last, on May 12, the reports from official readers of theses were called for and were in general favorable, though a few theses were as yet incomplete. On June 1 the theses were rechecked. Eleven candidates (one of them a Japanese) were recommended to receive degrees at the ensuing Commencement. On June 6 it was decided to recommend to the respective departments the organization of seminars in connection with graduate work.

The above-mentioned report of the Committee on Graduate Scholarship of the date October 28, 1910, and concurred in by the President, had provided that it should be the business of the Graduate Council: (1) to fix conditions of admission to the Graduate Department; (2) to provide courses of graduate instruction, and to pass judgment upon the graduate courses offered by the respective departments, no one of which courses shall become operative without the approval of the Council; (3) to pass upon the credentials of all candidates for graduate courses; (4) to establish and to maintain the requirements for all graduate degrees; and (5) to formulate regulations for the effective organization and administration of the Graduate Department.

In accordance with these functions, therefore, the following regulations were adopted:

#### ADMISSION TO THE GRADUATE DEPARTMENT

Admission to the graduate Department of the College of Liberal Arts is granted to graduates of this college and to graduates of other colleges and scientific schools of recognized standing, who present satisfactory evidence of character and qualifications.

Other persons of suitable age and satisfactory attainment may be admitted to the graduate courses upon approval by the Council.

(Admission to graduate courses of the College does not necessarily imply admission to candidacy for a graduate degree.)



## THE DEGREE OF MASTER OF ARTS

Each candidate for the degree of Master of Arts (A.M.) must be regularly enrolled in the College of Liberal Arts, and must pursue the course of graduate study *in residence* for at least one year. Registration must not be later than the first Tuesday in October preceding the date of final examination.

The candidate must appear before the Graduate Council with a formal statement of credentials which shall set forth the work already completed by him. (This requirement is waived in the case of graduates of this University.)

The candidate shall indicate the course of study which he wishes to pursue, which course must consist of a principal or "Major subject" closely related to the Major study of his undergraduate course, and one or two subordinate or "Minor subjects" requiring not more than one-half of the time given to the Major subject.

No candidate may select his course of study without the approval of the Council.

A thesis embodying the results of investigation on an approved subject in the major department must be submitted and be approved by the Council before the candidate may be recommended for a degree. (The work of the candidate must show marked excellence.) The thesis must conform with the printed regulations furnished by the University.

The subject for the thesis must be submitted to the Council for approval not later than the first of December, and the completed thesis must be presented not later than the last Saturday in April of the year in which the degree is conferred.

Upon the satisfactory completion of the aforesaid graduate course and the acceptance of the thesis submitted, the candidate shall be recommended for the degree of Master of Arts.

The University Year Book issued in March, 1911, in addition to recapitulating the provisions for the degree of Master of Arts already quoted, further arranged a joint course for the degree of Master of Arts and the degree of Doctor of Medicine under the following conditions:

1. The candidate must matriculate in the College of Liberal Arts at least two years before receiving the Master's degree.

2. The candidate's research work must be planned in conjunction with the Committee on Graduate Study in the College of Liberal Arts. Reports of progress in the research work shall be made at such times as may seem advisable to the Committee. The results of such work must

We also learn that:

The professional degrees of Civil Engineer and Electrical Engineer are conferred on the graduates of this University in the Civil Engineering and Electrical Engineering courses respectively, on the satisfactory completion, in residence, of one year of graduate study, or on having been engaged in the active practice of their profession for at least three years, two of which shall have involved responsibility, and the presentation of an approved thesis showing ability to do independent work.

A printed statement, undated but by internal evidence published prior to September, 1911, outlines the requirements for the High School Teacher's Recommendation as follows:

(1) *Pedagogy*.—Eight hours per week for one-half year in the department of Education, taken as a part of either the undergraduate or the graduate course.

(2) *Practice Teaching*.—The equivalent of at least four hours for one-half a school year in a well equipped school of secondary grade directed by the Department of Education, or by any approved University or Normal School. . . .

(3) *Department Requirement*.—The requirements for the University Recommendation can be met, *provided the Department Requirements can be met*, in one-half year's graduate study by:

(a) Graduates from a California State Normal School officially recognized by the State Board of Education as of equivalent grade.

(b) Those who have had twenty months' experience with decided success as regular teachers or as principals in reputable schools, elementary or secondary.

In either case the candidate must hold a bachelor's degree from an institution of recognized standing.

In addition to the required courses in the Department of Education and the Practice Teaching, the department embracing the subject which the candidate expects to teach in the High School requires the completion of sufficient work (and that of sufficiently high grade) to secure the Departmental Recommendation that the applicant is fitted to teach that subject in high school classes. . . .

These Requirements are met in a minimum of one year of graduate work, except as stated above under (a) and (b).

Departmental Recommendations are also issued in minor subjects [for which] . . . the candidate is required to complete satisfactorily six units of graduate or upper division work in that subject. . . .

The candidate's entire program of studies must be arranged under the immediate direction of the major professor and filed at the opening of the semester with an application for a High School Teacher's Recommendation at the Registrar's office for the approval of the Graduate Council.

Classes for those already engaged in teaching were announced for Saturdays to a possible maximum of seven hours credit a semester and further work in the Summer Session to a possible maximum of six hours.

As an illustration of the departmental requirements we may cite those in English, where out of a schedule of forty-two courses, totalling 117 semester hours offered in a two-year cycle, the following were then selected as essential to the high school teacher: Rhetoric and composition (6 hours); Early English grammar (3 hours); History of the English language (2 hours); Survey of English literature (4 hours); Victorian literature (3 hours); American literature (3 hours); Shakespeare (5 hours); and a minimum of 8 hours of graduate work.

With this pamphlet we may consider the work of the year 1910-1911 ended—a year of careful foundation-building and typical of the problems and the methods of their solution that were to characterize the work of the Council in the years to follow. Such were the first of the steps by which (often with a double sifting, first by a group committee and then by the Council as a whole) the fundamental policies and requirements of the graduate work were established on a firm basis. How wise were these various provisions will be evident from the fact that, although modified and amplified in some few details, they are still, after twenty-five years, the general basis upon which our administration of these matters rests. Throughout these records is discernible, to those who knew him, the keen intelligence and trained executive ability of Dr. Stowell, whose sagacity and tact were always at the service of his confrères and whose friendship was a blessing to be gratefully remembered in after years.

The opening of the year 1911-1912 found the size of the Graduate Council almost doubled by the addition of the names of Festus E. Owen, Professor of Philosophy; Charles L. Edwards, Professor of Biology; Allison Gaw, Professor of English; Arthur W. Nye, Professor of Physics and Electrical Engineering; and Laird J. Stabler, Professor of Applied Chemistry and Metallurgy and Dean of Pharmacy. Later in the year a twelfth, Paul Arnold, Professor of Mathematics, was appointed. The list of candidates introduced and questioned at the first meeting, September 12,

1911, is typical of the centers of interest in studies, including majors in English (4), German (3), History (4), Latin, French, Philosophy, Sociology, and Chemistry. The various institutions from which they had received their previous training were typically varied: University of California, Stanford, University of Missouri (2), Western Reserve, Toronto, Grinnell, Southern California (3), Pomona, Occidental College, Hiram College, Martin College, German Wallace College, and Tokio Higher Normal. Of these entrants, four were referred to committees for further investigation and the remaining twelve were enrolled for courses, although the record of the meeting does not state how many entered with a view to the A.M. A seventeenth, a Japanese, was enrolled conditionally as an undergraduate senior. Other students were enrolled at later meetings.

On January 1, 1912, under the rules of the State Board, nine persons were recommended for the High School Teacher's Credential, two other cases were referred to subcommittees, three were found for various reasons incomplete in their meeting of the requirements, one was held until the report of a subcommittee, and one was referred to the State Board for possible special action. A reception to the departing students was arranged.

Early in the first semester of 1911-12, a step was taken that was to prove of vast consequence in many ways to the University. For several years past the Summer Session had been conducted on the initiative of certain members of the faculty who, at the request of their students, attempted to give such courses as their classes then needed and informally organized themselves for the purpose, employing a registrar to take care of the necessary office machinery and records. On November 15, 1911, however, we read in the minutes that after general discussion the Chairman of the Council appointed a committee (Owen, Gaw, Willett) to canvass the problem and bring in some detailed suggestions at the next meeting. On November 29 Professor Owen, as chairman, reported progress. On December 13, states the record, Professor Gaw reported for the committee, although the text of the report itself is unfortunately not available. As a result it was moved and carried that the Council recommend to the Administration the policy of making the Summer Session an integral part of the Uni-

versity work, and the Chairman and Secretary were delegated to convey the action to President Bovard. As a result, the work was so organized and was placed under the direction of Dr. Stowell, who was responsible for it until 1919. After his retirement and a summer under Dr. Hunt's administration, Dr. Stowell's successor as Dean of the School of Education, Dr. Lester B. Rogers, has most efficiently conducted both School and Session ever since, much to the advancement of the University both in influence and in prestige. Year by year we look forward to the twentieth-century version of the medieval wandering scholars, who, however, are now handpicked, engaged two years in advance, and arrive *via* Pullman or high-powered motor on Sunday evening to step into the classroom, full steam ahead, on Monday morning. How much should we have lost, for instance, without the series of visits from Dr. Richard Burton, without his creative zest, his bubbling enthusiasm, his cordial and inspiring sympathy, his deep and abiding friendship. And he has been but one of many.

Under date of February 7, 1912, there was introduced an innovation for which hundreds of high school pupils are indebted to us. Many teachers, though loving literature, are unable to project their author in the classroom. Upon the date in question, therefore, it was announced that thereafter all candidates for the Recommendation as English teachers would be required to take a course in vocal expression and interpretation, preferably in their senior year, and students in other departments were urged to avail themselves of the same privilege. The course was under the skillful direction of Professor Elizabeth Yoder until she retreated to her Florentine villa looking over to the wooded slopes of Fiesole. It was then unfortunately discontinued.

Of course, there was the eternal war to be waged against petitions from students to be permitted to do impossible things. There was the man who wanted to major in English and write his thesis in Sociology, and the woman who wanted to take a three-hour course for two hours of credit as a way of evading the rule that the permitted maximum was fifteen hours a semester. And there was always the man who was sure he could carry twenty hours a semester because he had done so at the University of Tierra del Fuego and "gotten away with it." Now and then, though, came

a petition that in justice had to be granted, with rather far-reaching results. Such was the case of one of our best students who had only four units to complete for the A.B. and wanted to enter courses to be credited toward the A.M. The request was acceded to and led finally to the adoption of a general rule that an undergraduate within twenty-four units of graduation might fill out a fifteen-hour per semester schedule with a single graduate year-course if he or she were of sufficiently high class calibre and the arrangement were properly approved by the Council before the work was begun. Later on, with the gradual tightening of rules, this was reduced to a one-semester possibility: if the student were within twelve units of the undergraduate degree, graduate courses might be taken to bring up the schedule to a point not to exceed fourteen units. Theoretically this is still possible; but few know of it, and the option is rarely used.

Coming to the year 1912-13, we now center our attention on more general problems.

On October 14, 1912, after informal discussion of the character of the Master's thesis and the advisability of an oral examination as a part of its prerequisites, a committee (Arnold, Montgomery, Gaw) was appointed to prepare a paper on the subject. Upon January 7, 1913, Dr. Gaw read a report on the investigations of the committee, which paper is still extant. Briefly, it first reported the thesis requirements for the A.M. Of twenty-nine high grade universities and colleges studied, five required no thesis whatever for the A.M., twelve required one, nine required one under some conditions but not all, two required an "essay," and one gave no information on the subject. Special attention was given to the Columbia "essay." The general conclusions reached were as follows: The typical thesis is primarily objective, citing evidence to substantiate the conclusions arrived at; it should give evidence of a firm grasp of the subject matter involved and of the use of scholarly methods and workmanship; it should prove the student's ability to think originally and consecutively. (2) To drop the thesis requirement would be to remove the principal bar to a flood of mechanically-minded Masters of Art. (3) In a school in which the Ph.D. was not yet offered, the thesis helped to create a research atmosphere. (4) Provided the work showed

originality, grasp of subject matter, and a scholarly execution, it might be possible to substitute the scholarly editing of a classic, with critical introduction, or some other suitable form for the traditional thesis type. On motion the committee was asked to prepare material on the subject for publication. On appearance in the next Year Book this stood as follows:

A part of the A.M. course will consist of the completion of a thesis or dissertation embodying the results of an investigation on some subject in the major department. It is not the intention of the Graduate Council that this shall be a piece of highly recondite research such as would befit candidate for the degree of Doctor of Philosophy; but it must be a serious, considerable, and printable piece of work demonstrating the writer's power of original thought and his ability to present his material in a scholarly manner and style. The title of this essay must be presented for approval by the Graduate Council not later than six months before the month in which the degree is sought; a fairly complete bibliography must be similarly presented a month later; and the completed thesis, conforming in detail to the printed regulations furnished by the University, must be presented to the Graduate Council six weeks before the conferring of the degree. . . . To an accepted thesis will be assigned a minimum value of four units in the graduate course.

Later in the year it was provided that *two* copies of each accepted thesis must be deposited in the Library. For years the Council refused all requests to waive the thesis rule for departments or individuals, and it has also stood adamant against the constant requests to be permitted to substitute creative writings for the research thesis demanded for the Master's degree in Liberal Arts.

Under date of December 9, 1912, appears the first record of a listing of proposed thesis subjects, with the appropriate action—"approved," "deferred for further information," or "to be recast"—in each case. This careful examination of each subject, either by the Council or (later) by its Administrative Committee, has been a powerful means of maintaining a high standard in our thesis work.

On March 3, 1913, correspondence from the Los Angeles Public Library requesting copies of certain investigations and studies made by the University raised the question of publication of such research. The drawing up of a plan for such publication and the consequent report to the Administration occupied the better part

of four meetings. The problem of such financing is not yet solved (1935), and over four thousand (4,000) of our theses that should be at work in the world quietly repose upon our Library shelves. But at least they are open to the not infrequent investigator when needed.

On Thursday in the last week of April, 1913, at the reception to the graduate students given by the President and Faculty that had become our semiannual custom, the guests were honored with an address by President Blaisdell of Pomona College.

At the end of the year reports were heard from referees of eighteen A.M. theses, and the writers, having completed also all the other course requirements in each case, received the Master's degree in June.

In the year 1913-14 but little of moment appears in the minutes. A question was raised as to the definition of the prerequisites for the work required as minor subject toward the Master's degree; but this was not to be satisfactorily threshed out for several years to follow. There was a fiery struggle over the general examinations set up by the English department to test its major students' all-round knowledge of the subject before the department approved the conferring of the honors sought. The department won its point, and the examinations are required until this day, although since 1932 it has been possible to substitute a special course in preparation for them in lieu of the individual preparation originally contemplated. In May the Registrar was requested to supply the Council with a report on any graduate student whose grade fell below a "B." Otherwise the entries are mainly routine.

In the next two years also, 1914-16, there is little of note in matters of policy. New courses were reported to the Council for approval for graduate credit and, after investigation and occasional revisions, so listed, although during these early years the discriminations in the University Year Books are not so clear as might be desired. The German department followed the lead of the English department in insisting on final general examinations for its major students, and such action, as in the case of the English department, was duly authenticated. But perhaps the most momentous step was taken in connection with Dr. Hoose, whose



health had compelled his retirement. On November 6, 1914, a committee composed of Drs. Stowell and Hunt was appointed to consider the establishment of a James Harmon Hoose Professorship of Philosophy. Late in the same month the committee reported the general Faculty approval of a Hoose Memorial, but there was a general desire for a building in place of a professorship. This was the beginning of a movement that several years later culminated in the present Administration Building with its north wing dedicated to the memory of Dr. Hoose, its south wing similarly honoring Dr. Stowell, and its central auditorium named after Dr. Bovard—a notable tribute to the three "grand old men" of the third and fourth decades in the history of the University. But the edifice is now generally known simply as "Bovard." As memorials the professorial chairs would have been better.

The Year Books of March, 1911; March, 1912; March, 1913; March, 1914; and March, 1915, are not clear in their classification of courses. This arose from the fact that no carefully thought-out system of course numbering had ever been uniformly employed, each department being autonomous in the matter. The situation is therefore perplexing to one who tries to follow it without special guidance. The reclassification of the same courses in the Year Books of two years later, however, makes the intention clear in practically all doubtful cases. The following interpretation may be taken as reasonably authentic, coming as it does from one in close touch with all departments involved except Engineering. It must be understood that when a graduate student was placed in an upper division course, a separate research paper on the subject was demanded to give him specifically graduate experience in it—an arrangement that, as a rule, made the attainment of the credit more laborious than does the more clearly defined "100"-"200" method later employed.

Taking the Year Book of March, 1914, as typical of the period 1911-15, then, this is a fair picture of the situation. The following departments were recognized by the Graduate Council as giving graduate work: Zoology (referred to by the Council as Animal Biology) and Botany (referred to by the Council as Plant Biology); Chemistry; Economics and Sociology; Education; English; French; German; Greek; History; Latin; Mathematics;

Philosophy and Psychology; and Physics. In the Year Book, French, German, and Latin in each case classified their respective courses clearly under three separate groupings, "Lower Division," "Upper Division," and "Graduate." Chemistry, Economics and Sociology, History, and Mathematics, clearly distinguished "Lower Division" from the generalized group "Upper Division and Graduate," but generally listed their courses under a system of consecutive numbers without a numerical gap between the groups. A third group used an independent system, mainly following a numerically consecutive basis but without employing the headings, "Lower Division" and "Graduate," at all. They nevertheless quite understood the grades of their respective works and the necessary scholastic prerequisites and administered the work effectively. These were Education and Philosophy and Psychology, both of which were in effect wholly "Upper Division and Graduate." English, always a "lone wolf" department where scholastic method seemed to gain by it, was trying to follow the Harvard rule of keeping all permanent records clear by never changing a course number from year to year, and therefore had adopted a group system of numbering with spaces between courses for the introduction of new numbers in their proper order as the introduction of new courses might demand—a system that made difficult the application of the usual threefold classification without the introduction of cross divisions. They nevertheless strictly applied the distinction of "Lower Division," "Upper Division," and "Graduate," which was implicit in the organization of their work. Physics listed "Lower Division" and "Upper Division" only.

The departments in the Year Book of 1914 not authenticated by the Graduate Council for graduate major credit were Art (which was practically wholly Lower Division), Drawing (15 units of which were "Lower Division," and 5 "Upper Division"); English Bible (which had "Lower Division" and "Upper Division," but no "Graduate"); Geology ("Lower Division"; "Upper Division"; no "Graduate"); Oriental Studies and General Literature (which lacked internal major cohesiveness); Political Science (which presented "Upper Division" only); Spanish (which listed "Lower Division" and "Upper Division"); Civil Engineer-

ing and Electrical Engineering (each working under a strict four-year schedule); and Mining and Chemical Engineering (working under a strict two-year schedule).

The Year Book of March, 1916, took a great step forward by clarifying the catalogue statements. It introduced the modern system of numbering all "Lower Division" courses below "100," all "Upper Division" between "100" and "200," and all courses "Primarily for Graduates" over "200." In general this involved nothing more than prefixing a "10" or a "20," as the case might be, before each of the original course numbers. The same Year Book records the addition of the following departments to those formerly approved for graduate study: Journalism, Political Science, and Sociology (the latter now a separate department); and it removed Greek. The Year Book of the following year (1917) restored Greek (now organized under a new head), and added "Applied Mathematics" (Civil Engineering, which had been built up with 8 units of "200" level), Oriental Studies (largely rebuilt under an increased faculty), Psychology (now separated from Philosophy), and Religious Education (which had been strengthened by the addition of a number of new courses).

Having thus followed the early steps in the history of the higher educational work of the University in considerable detail, we shall relegate all statistical matters and the like to our Appendices, where to anyone with an appreciation of the meanings of figures they will speak volumes—in fact, their complete explication would require a small library. From this point on, curbing an errant disposition, let us confine our attention to larger issues.

In a decade so largely occupied nationally with the anxiety and turmoil of the World War and institutionally with the necessity for financing the housing for our rapidly increasing student body, but little could be done in the way of change of structure in the University organization. The older method of growth by accretion was largely a thing of the past; from this time on the method was to be mainly by divarication from within. Yet, even in this rapid survey, a few changes must be noted, especially those that affect the graduate spirit and the personnel of those responsible for its cultivation.

Many on the older Faculty will remember the wild and gusty night of November 10, 1911, when a group of Trojans assembled in the Civic Auditorium at Venice, together with the President and the members of the department of Biology, to participate in the opening of the Venice Marine Biological Station and later to inspect the motor sloop, the *Anton Dohrn*, built for the exploration of the neighboring waters. This was the result of an arrangement between the Trustees of the University and the Abbot Kinney Company, builders of Venice, whereby the department of Biology, then headed by Professor A. B. Ulrey, should operate a station for the study of marine life and make a survey of the adjacent waters. The station was equipped with a combined laboratory and lecture room for forty students, a research laboratory, and a large aquarium room with forty large aquaria. One of the specific purposes of the station was investigation pursued by graduate students, members of the teaching staff, and biologists from other institutions. The addition of an active research agency of this type to the resources of the Graduate Department could not but give the higher student body a new and invigorating sense of the challenge offered to man by the hidden mysteries of nature. It came at a happy moment in our history.

An atmosphere of the exotic was created by the organization in 1911 of the new department of Oriental Studies and Comparative Literature, headed by Dr. James Main Dixon, who for thirteen years had been connected with the Imperial University of Japan and had been decorated with the glamorous Order of the Rising Sun by the Emperor for his services to the Flowery Kingdom. His was a powerful influence among the Japanese, both in Los Angeles and in the East. Sociology (as a development from its former departmental base, Economics) and Political Science brought new angles of world study into the graduate purview. Both had already established strong lines of contact with the metropolis that the world knows as Los Angeles. Later (1920) Sociology was to develop a Division of Social Work. The modern University is no cloister!

A most important step in the history of the institution was taken in June, 1918, when the Board of Trustees authorized the establishment of a School of Education and made the professor of

the former department of Education, Dr. Stowell, the new Dean. As Dr. Stowell for the time being retained his chairmanship of the Graduate Council and the latter had grown mainly out of the needs of actual and prospective teachers, the new dignity conferred upon the pedagogical side of the University curriculum redounded greatly to the prestige of all the advanced work, especially as the new school aimed to prepare teachers for all grades from the elementary school to the junior college and also for the responsibilities of administrative positions. Dr. Stowell was not long to retain his Deanship, however. A slowly advancing disease that—a man of science as well as a teacher—he had long recognized as attacking him, forced him to tender his resignation to the Administration at the close of the year 1918-19, and retire with the title of Dean Emeritus and, not so long after, to see the dedication of Stowell Hall in the new Administration Building that had served to mark the culmination of an epoch in the life of what we had come to call Troy.

#### (b) THE PERIOD FROM 1919 TO 1935

Upon Dr. Stowell's retirement there was only one man who could be considered to take his place as director of the graduate work of the University—his vigorous and far-visioned coworker whose secretarial minutes have been so unfailing a guide to our footsteps as we have traced the history of the events just detailed.

Rockwell Dennis Hunt, a native son of California, a Ph.B. and A.M. of Napa College, and a graduate of the California School of Elocution and Oratory, had taken his Ph.D. at Johns Hopkins in 1895. After having served as professor of history at Napa, then as professor of history and political science at the University of the Pacific and as principal of San Jose High School, he had been head of the department of Economics and Sociology at The University of Southern California since 1908 and, almost from the beginning, secretary of the Committee on Graduate Studies and of the Graduate Council that rose out of it. He was the author of a monograph on *The Genesis of California's First Constitution, 1846-1849*, of a history of *California the Golden*, and of a number of other articles and studies. Combining as he did the high school and collegiate outlooks and adding to those the traditions and culture of what is possibly the most

dignified of all the Eastern graduate schools, and with the minute knowledge born of that intimate contact with the organization over which he was to preside that only a zealous secretary can obtain, he came to his task with a rare combination of qualifications for meeting the problems before him.

On January 27, 1920, the Trustees of the University wisely took the further action of authorizing the organization of a Graduate School of Arts and Sciences; and at their meeting on February 24, 1920, they appointed Dr. Rockwell D. Hunt Dean of the new School and authorized him to proceed with its further organization. One of Dr. Hunt's earliest actions in connection with his responsibilities was to appoint an Administrative Committee to handle the mass of detail that now confronted the Council. That body had grown to a group of eighteen persons, with Professor J. H. Montgomery, Registrar of the University and Professor of Physics and Electrical Engineering, as official secretary.

In the Year Book of March, 1920, the objects of the Graduate School were thus specified:

(1) To give due prominence to graduate courses of instruction offered by the University; (2) to insure systematic and efficient administration of this advanced work; (3) to provide separate instruction for graduate and upper division students.

The functions of the Graduate Council were stated as follows:

(1) To define conditions of admission to the Graduate School; (2) to provide courses of graduate instruction, and to pass judgment upon the graduate courses offered by the respective departments, no one of which courses shall become operative without the approval of the Council; (3) to pass upon the credentials of all candidates for graduate standing; (4) to establish and to maintain the requirements for all graduate degrees; (5) to formulate regulations for the effective organization and administration of the Graduate School.

The departments of graduate study mentioned were identical with those given in connection with the Year Books of 1914, 1916, and 1917. The steps for the admission to the Graduate School, and for the attainment of the degree of Master of Arts, including the provisions concerning the theses, are likewise identical with those previously rehearsed, including a reiteration of the warning that "Under no circumstances will the degree be conferred until the candidate has completed; beyond this University's

requirements for the Bachelor's degree, twenty-six units of graduate work, inclusive of the thesis; but the mere satisfaction of any time or course-unit requirement, taken by itself, confers upon the candidate no right to the degree, his achievement of it depending mainly upon his natural abilities and his stage of scholarly advancement." No mention is made of any degree other than the A.M. The customary announcements are made concerning the High School Teacher's Recommendation, which now listed, in addition to the four original methods for its attainment (standard, normal graduate group, experienced teachers' group, and special normal course group) a fifth possibility, a "library school" option, conducted for a number of years in co-operation with the training department of the Los Angeles Public Library.

The spirit of the new Dean may be well indicated by quoting the note on "The Graduate Attitude" published in the Year Book of May, 1922.

The graduate attitude is the psychological index of the development of the student into the scholar. The undergraduate student is chiefly acquisitive and receptive: the graduate steps out, first toward becoming a master of arts, and finally discoverer, creator, leader among students and masters.

The graduate student must become acquainted with the authorities in his domain and with their opinions and findings; through self-reliance and expanding powers of initiative he must show his right to a place among leaders. The set task, the student apparatus of the beginner, any mere schedule based upon the calendar, will not of themselves bring him to the desired position of independence as a master or scholar. The attitude of the graduate, which it is the function of the Graduate School to encourage and foster, is one of increasingly independent effort, whereby the candidate reinforces his claim, by worth and by labor, to the fuller recognition of the University and in the goodly company of scholars.

With this clear call to a high conception of the responsibilities and opportunities of the graduate student, even as a candidate for the degree of Master of Arts, did the new chief inaugurate his work.

But still other burdens were to be laid upon his shoulders. On January 27, 1920, the University Board of Trustees authorized the establishment of a College of Commerce and Business Administration, to begin in February, 1920, utilizing a group of courses in Economics as a center for the purpose. The formal

opening of the College dates from September, 1920. As an expression of confidence in the new movement a group of twenty important business executives of Los Angeles consented to serve as a Board of Guarantors for the year 1921-22. Further, on August 5, 1920, the Los Angeles Chamber of Commerce passed a resolution to the effect that "the Chamber of Commerce cordially pledges its active co-operation to The University of Southern California in its efforts in the broader preparation of leaders to assist in meeting the vital needs of Los Angeles and the great Southwest through the establishment of the new College." This organization Dr. Hunt was also called to head, and from 1921 to 1924 he bore the onerous duties of the double Deanship with energy and fertility of resource.

Meanwhile, the University as a whole was passing through a crisis in its history. We have already seen how President Bovard, breaking under the devoted labor of more than two decades given to his *alma mater*, early in 1921 asked for relief from the duties of his office; how President von KleinSmid, of the University of Arizona, was invited to transfer the scene of his activities to this University; how, early in the autumn of 1921, he expressed his acceptance; and how, on April 27, 28, and 29, of the following year he was inaugurated, an event celebrated by the holding of a Pan-American Conference on Education—the first conference of the kind held in an American university—and attended by four hundred delegates from various parts of the two Americas and from Europe. It took but a few months for the University community to realize that we had passed into a new era. Tactfully but swiftly the remodeling of the institution proceeded. The religious curricula were massed into a School of Religion in four divisions, which now stand in the bulletin concerning that section of the work under the headings Biblical Literature, Christian Missions, Church Organization and Administration, and History and Philosophy of Religion; and consequently in 1925 the existence of the older Maclay College of Theology was officially terminated. The former School of Oratory became the School of Speech, an integral part of the University, under the direction of a new Dean, Professor Ray K. Immel. On September 25, 1923, the Graduate School of Arts and Sciences became *The Graduate School of The*



*University of Southern California*, a step that was symbolic of what was occurring throughout the institution, namely, the evolution of the various parts into one united whole. In 1923 the Division of Social Work became the School of Social Welfare, although the curricula remained, as before, within the other social science departments of the College of Liberal Arts. In 1924 the late afternoon and evening classes, which had for a number of years been conducted down town, were reorganized and rehoused under the title of Metropolitan College. In 1925, the School of Law, which had previously been operated in the business section of the city, was moved to the ornate three-story brick structure especially built to fit its necessities on the campus, a change emphasizing its own dignity and its importance in the plan of the University as a whole. The Liberal Arts department of Architecture was made a school, and the four-year course was increased to five years preliminary to the degree of Bachelor of Architecture. Also typical of the new emphasis is the introduction of the all-University honorary scholarship society, Phi Kappa Phi, which serves as a stimulus to high undergraduate ideals of classroom accomplishment; and to the same effect is the great number of departmental honorary scholarship societies, far too long to list, serving the same intradepartmental function, as well as the departmental professional fraternities and sororities that help to create a spirit of professional pride and solidarity in their respective groups.

One of the most interesting of these developments was sequential to the Pan-American Congress of 1922. It was the organization of the Los Angeles University of International Relations, with the purpose of "encouraging all worthy scientific organizations whose aim it is to advance the cause of international good will through promoting a better understanding of world people and their problems." It undertook to assist in maintaining an annual Institute of World Affairs. Of this the first session was held at Riverside in December, 1926. Since then, nine annual sessions have been held at Riverside and three summer sessions elsewhere—one at the University of Washington, another at the University of California, and the third at Portland under the auspices of the University of Oregon. The movement as a whole

is under the direction of a Board of Trustees residing in various parts of California and in New York City. Under date of April 25, 1924, the two Boards of Trustees entered into an agreement whereby the International University of Foreign Relations became an affiliated institution of The University of Southern California. President von KleinSmid is the permanent Chancellor.

All of these changes were, sooner or later, to have their effect on the operation of the all-University Graduate School. Naturally the Graduate Council in its make-up now reflected the wider interests involved, consisting in 1924 of twenty-eight members and including at various times Dean Karl T. Waugh, of the College of Liberal Arts; Dean D. Walter Morton, of the School of Commerce; Dean Lester B. Rogers, of the School of Education; Professor Wallace M. Cunningham, later Acting Dean of the College of Commerce; Dean John F. Fisher, of the School of Religion; Professor Frank C. Touton, Professor of Education and Educational Secretary to the President; Professor Clair Sprague Tappaan, of the School of Law; and Thomas W. MacQuarrie, Director of Metropolitan College.

The Graduate Bulletin of March, 1924, makes the formal announcement: "The University offers courses for graduate credit in the following schools and colleges: Commerce, Education, Law, Liberal Arts, Religion, Social Work, Speech."

We turn now to the extremely interesting series of reports made yearly by Dean Hunt to the President and the Board of Trustees, beginning with the earliest, that of June 22, 1923, while the School was still simply a part of the College of Liberal Arts. After rehearsing the routine statistics concerning enrollment for the year (345 net), with some classification of the institutions that were their respective undergraduate *almae matres* (70 in all, of which the highest in numbers were The University of Southern California, the University of California, Stanford, and the University of Chicago), and after pointing out the fact that the number of Master's degrees conferred had leaped to 72 as against 42 in the preceding year, Dr. Hunt takes up a new phase in the social life of the group.

A promising development this year has been the organization of the "Associated Students of the Graduate School by the adoption of a constitution and the election of officers. This has tended by means of several

social occasions to increase the spirit of solidarity among the students participating, and promises to develop into a vital factor in bringing the members of the Graduate School to discover and occupy their important and rightful place as an entity within the University.

This Association was to become increasingly important as the years went on, arranging for weekly luncheons with featured addresses by representative Faculty members and by visitors of some distinction. Dr. Hunt continues:

During the year two important addresses have been presented before the members of the Graduate School and of the Faculty. The first of these was by George Watson Cole, L.H.D., who described the special research facilities in connection with the Henry E. Huntington Library and Museum at San Gabriel; the second by Mr. Henry Higgs, M.A., eminent economist of London, who spoke on "Economics and Education."

These are typical of the many addresses of the kind at the semiannual receptions customarily given by the Administration and Faculty to the student body of the School, to which we are able here to give but too scanty attention. The mention of Dr. Cole is especially interesting, emphasizing as it does the earliest relations of the University with the Huntington Library, which has meant so much to us both in opening to those qualified the great treasury of priceless manuscripts, incunabula, and rare editions that it contains, and also in drawing to the vicinity some of the most eminent scholars of Europe and America, who, lured hither by the interests of the bibliophile, have nevertheless found time to fraternize with their Western colleagues, and at times to give courses to our students in fields in which they were, in many cases, among the world's highest authorities.

Proceeding in his report, Dr. Hunt advances to plans for the future.

There has developed . . . during the last few years a very considerable demand for work leading to the degree of Doctor of Philosophy. This year the demand has become more insistent—in fact, several holders of the Master's degree have been pursuing further graduate work with the hope that it may later be accredited toward the doctorate.

Early in the current fiscal year I addressed a letter to more than a score of representative educators, seeking their opinions—after a brief statement of our policy with reference to graduate work—on the following questions:

"1. Should The University of Southern California definitely plan to offer work in a group of departments leading to the Ph.D. degree?

"2. Is the time ripe for beginning work in accordance with such plan?

"3. What departments, in your opinion, should be the first to invite candidates for the doctorate?"

The replies with almost complete unanimity are favorable to this University's undertaking this advanced work at the earliest possible date compatible with sound financial ability. The following statement from one of the foremost educators of Southern California is typical:

"It seems to me that it is inevitable that The University of Southern California should offer the Doctor's degree in the very near future. Personally, I hope it can summon resources and do so at once, for I believe that the time is at hand when opportunities for that sort of study must be provided here in Southern California. The demand I believe is very real and even pressing for that kind of work."

Another well-known administrator writes: "One of the greatest needs educationally in southern California has been the completion of a higher portion of its educational system."

In view of our educational situation, therefore, it seems to me to be highly desirable to be actively at work laying foundations for the doctorate in order that our general policy and detailed plans may be fully ready when, in the judgment of those finally responsible, the official announcement is made. . . .

The requirements for the Doctor of Philosophy degree at the University should be uniformly and unequivocally high, the more because of our very youth in the field of graduate work and our tendency to phenomenal growth. While it would be premature to set forth in detail such requirements it may not be amiss to suggest certain basic considerations. The following have already been submitted to the Council for thought and discussion, but no official action has as yet been taken.

1. Rigid insistence on productive scholarship and soundness of moral character.

2. The equivalent of three full years of successful graduate study in accredited universities.

3. At least one full year's work (ordinarily the final year) in actual residence at this University, without serious distraction from studies.

4. The satisfactory completion of one graduate major and two related subordinate or minor subjects.

5. An approved thesis, or dissertation, showing technical mastery of a special field and undoubted power of research. The dissertation should embody a definite contribution to knowledge.

6. Reading knowledge of two modern foreign languages, French and German unless for some very special reason.

7. A general oral final examination after satisfactorily passing all course examinations.

8. No work *in absentia* to be recognized except that done in connection with the preparation of the dissertation.

Finally, completing this, his first Dean's report, Dr. Hunt concludes by urging, under "some special needs," that:

Since no institution of learning can be expected to render its largest service unless it is well manned by specially qualified personnel, it is obvious that the work of the Graduate School will be greatly enhanced by releasing a reasonable number of the graduate staff from a large part of their undergraduate—and particularly lower division—instruction and by a reasonable limitation of the lecture hours per week of all whose teaching is primarily graduate or whose work consists largely in directing research.

And he adds that:

I would strongly recommend that, as rapidly as conditions will warrant, there be established a reasonable number of University Fellowships and Graduate Scholarships, and, in exceptional instances, of Honorary Fellowships or Fellowships by Courtesy. Such a system as is here contemplated, even though modestly begun, will be of almost inestimable value in attracting to this University a nucleus of exceptionally promising young graduates, in enhancing the general tone of the Graduate School, and in providing a wholesome stimulus to productive scholarship.

In the Graduate Bulletin for April, 1924, is found the first public announcement of the proposed admission of candidates for the degree of Ph.D. It was specified, however, that no student would actually be admitted to candidacy prior to May, 1925; that no doctorate would be conferred before June, 1926; and that candidates for the degree would at first be received in a limited number of departments only, other departments being added to the list from time to time as justified by special resources and general conditions. Several departments would offer second-year courses during 1924-25, in anticipation of possible petitions for candidacy in May, 1926. Both the increase in the number of "200" courses listed in the various departmental headings and also the records of the Council show the departments thus chosen to lead the way to have been Education, English, French, Philosophy, and Sociology. The requirements outlined for the degree are substantially as forecast in Dean Hunt's report of the preceding year, the only notable additions made to it, then or a year later, being (1) that to test the student's acceptability as a candidate, a preliminary examination, either written or partly oral and partly written, must be

passed at the end of two full years of graduate work, and at least one calendar year previous to the date when he intends to present himself for the oral final examination; (2) that in addition to a reading knowledge of French and German, as a general rule, he must present a good reading knowledge of any language adjudged by the committee on his candidacy to be essential to the prosecution of his major work and research; and (3) that one hundred printed copies of the thesis, or approved portions thereof, must be presented to the University.

The Dean's report of July 1, 1925, recorded the facts that the total registration in the Graduate School for 1924-25, on the campus and at Metropolitan College, had been 1,187 (non-exclusive of duplicates), in which graduates from approximately 85 institutions of higher learning had appeared, not only from all parts of the United States, but also from Japan, China, India, England, Ireland, and Canada; and that the institutions having the largest numerical representation were The University of Southern California, the University of California, the University of Michigan, Columbia University, Stanford University, and the University of Nebraska. Graduate degrees had been conferred as follows: Master of Arts, 38; Master of Science, 6; Master of Arts in Education, 26; Master of Business Administration, 3; Master of Laws, 1; Bachelor of Divinity, 6; Juris Doctor, 10. A total of 250 graduate students had received the General High School Credential, 1 the Supervisor's Credential; and 1 the Administrator's Credential.

Referring to the question whether preparation for the doctorate should show a tendency toward a broadening field of study and of scholarship or toward a narrowing of the field and more highly specialized research work, Dr. Hunt cites differing opinions among his correspondents who are administrators of various universities, and concludes:

What appears on the surface as flat contradiction . . . is often harmonized by gaining a truer perspective from a better vantage ground. The requirement of breadth of scholarship should not be held inimical to investigatorial ability in a narrow field, but may even prove to be the best preparation and background for intensive research. A remark made by President Faunce years ago is particularly pertinent: "The scholar is a broad man sharpened to a point." The present contention is that of

two extreme views—broad range of studies and narrow field of intensive research—there is no necessity, nor is there justification, for choosing either. Of the two extremes, however, it seems reasonably clear that the exaction of narrow research has been chiefly responsible for the shafts of criticism—frequently satire—directed at the Ph.D. in recent years. It is the "Teutonic lust for detail, for citation of authority, for an exclusive survey of a single minute issue" that . . . has not infrequently been set above the weightier matters of the law. . . . To earn the title of doctor of philosophy, in whatever special departments or particular fields the individual student's work may fall, is to give evidence of being *en rapport* with the best in civilization, a torch-bearer of liberal culture; and at the same time a specialist equipped to advance the frontiers of human knowledge at some point. The Princeton requirement of "A series of public lectures on the general trend of philosophical and scientific thought" may not be advisable everywhere and may be inexpedient in many institutions; but, on the other hand, our universities should guard against the making of doctors of physical chemistry or doctors of southwestern American history and giving them the honorable title of Doctor of Philosophy. The scholar is a god-imaging man, equipped with the armor of the ages. "The universe is rifled to furnish him."

Referring in greater detail to the requirements for the degree of Doctor of Philosophy, Dr. Hunt remarks:

I am looking upon the preliminary examination as a rather high and exceedingly useful hurdle: if the applicant is not of true doctorate calibre, or if he reveals any fundamental weakness, it is certainly in his own best interest as well as that of the University that he should be so advised at least a year before the finals. If, on the other hand, he is successful in the preliminaries, there should be strong expectancy for the finals. The mortality at the doctor's examination may thus be greatly and legitimately reduced, and at the same time the professors will often be spared the grievous temptation to pass their man out of sympathy since he has persevered to the end. . . . [In the final oral examination] two hours at most should suffice to satisfy the committee as to the attainments and qualifications of the candidate. While the doctor's examination should afford the student an opportunity to defend his thesis and demonstrate his scholarship in the particular field of his research, it should likewise afford the committee an opportunity to satisfy itself as to the broad underlying scholarship of the candidate, his ability as an independent investigator, and his promise of maintaining himself among scholars on a level befitting the best traditions and ideals of the Doctorate in Philosophy.

In the same report Dr. Hunt referred to the inauguration of plans looking to the suitable publication by the University of scholarly papers, studies, and monographs embodying the results of investigations conducted by members of the Faculty and quali-

fied graduate students, and to the appointment of a committee by the Council to organize the preliminary work, the committee consisting of Emory S. Bogardus, chairman; Herbert D. Austin, secretary; Allison Gaw, Frank C. Touton, and Rockwell D. Hunt. This committee was later named by President von KleinSmid as the Editorial Committee of the University and was finally enlarged to include the names of Dr. Herbert W. Hill and Dr. Lester B. Rogers. To date (November, 1935) these publications have included: two numbers in the Language and Literature Series; twelve numbers in the Social Science Series; nine numbers in the Biological Science Series; nine numbers in the Education Series; and six numbers in the Education Monographs Series. These, of course, simply comprise the Faculty research monographs and allied works published under University auspices and by no means comprehend the many publications of other types by the University or the many works by the Faculty given to the world under other conditions.

The years 1928-30 are notable for another series of advances in the University general system. In June, 1928, the Board of Trustees authorized the School of Education to submit recommendations for graduate professional degrees. As a result the School now grants not only the degree of Master of Science in Education, but also the degree of Doctor of Education, the latter with two options, the Master-Teacher curriculum and the Administrator-Supervision-Counselor curriculum. The Doctorate in Education is approximately on a level with the Doctorate in Philosophy, except that its last named option makes no requirement of a foreign language. In the same year the present School of Medicine was established by the Board of Trustees as an integral part of the University, and it opened in the following September with a carefully selected Freshman class of fifty-four students. In its own language, "Most of the courses included in the curriculum of the first two years of the medical course are accepted by the Council on Graduate Study and Research for graduate credit. Properly qualified individuals may pursue special work in the pre-clinical departments leading to advanced masterate and doctorate degrees." In September, 1928, the Los Angeles University of Foreign Relations opened its doors to students desiring



a four-year curriculum leading to the degree of Bachelor of Foreign Service. On February 28, 1929, the School of Citizenship and Public Administration was authorized by the Board of Trustees, and in the following December it became the School of Government. It leads to the degree of Bachelor of Science in Public Administration, which, after a year of graduate study under the general supervision of the Council, may be followed by the corresponding Master's degree. On February 28, 1929, in recognition of its broad scope, the College of Liberal Arts was retitled the College of Letters, Arts, and Sciences. On May 16, 1929, its department of Philosophy, originally created in 1910, became the School of Philosophy and moved into its ideally equipped Philosophy Building, made possible at a cost of \$300,000 through the munificence of the family of the deceased Colonel Seeley Wintersmith Mudd and housing the Hoose Library of Philosophy and a number of other collections. On entering it the visitor instinctively whispers, with Browning, "It is the thing, Love! so such thing should be." June 12, 1929, saw the establishment of the School of Merchandising in the College of Commerce and Business Administration. Corresponding to its Bachelor's degree, its graduate phases, under the general direction of the Council, lead to the degree of Master of Business Administration. On September 16, 1929, opened the reorganized department of Oriental Studies, providing for instruction in the languages, history, literature, and art of the Far East, in the geography and ethnography of Asia, and in comparative oriental philology. In 1930, to the degrees of Bachelor of Science in Chemical, Civil, Electrical, Mechanical, and Petroleum Engineering previously offered, was added the same degree in General Engineering. The College now, through the Graduate Council, offers the Master of Science in each of these categories and also the five corresponding professional degrees of Engineer, eligibility to which requires that the candidate has had at least five years of professional experience, during which he has done noteworthy engineering work; that he shall write a thesis based upon original work, taken from his own experience, and in general equivalent to the thesis required for the Master's degree; and that he shall pass an oral examination covering his thesis and experience.

Once more these changes are somewhat reflected in the personnel of the Graduate Council, as will be evident from a glance at Appendix A in this volume.

To return now to the more limited matters that concern us, during the year 1926-27 Dr. Hunt, on leave of absence from the University, toured the world, with special attention to the Pacific Basin; and during his absence Dr. Emory S. Bogardus, Director of the School of Social Welfare, served in his place as Acting Dean. At the expiration of the year Dr. Bogardus was able to announce a total of 142 higher degrees conferred during the period: Doctor of Philosophy, 1; Master of Arts, 71; Master of Arts in Education, 49; Master of Science, 5; Master of Theology, 4; Master of Laws, 2; Master of Business Administration, 1; Juris Doctor, 8; Doctor of Science of Law, 1. There were also 501 Certificates and Credentials from the School of Education, and 3 Diplomas from the School of Social Work. Particularly was it gratifying to note the conferring of the first degree of Ph.D., namely, upon David Welty Lefever, a candidate from the School of Education. In a general way, perhaps the chief accomplishment of Dr. Bogardus' deanship was the tightening of the requirement for A.M. as to scholarship minima. The number of units required was increased from 22 plus the thesis to 24 plus the thesis, and the level of courses was raised from a minimum of 8 of "200" grade plus 14 of "200" or "100" grade, to 12 of "200" grade plus 12 of "200" or "100." Dean Bogardus suggested the advisability of raising the requirement of courses of "200" level, in the near future, from 12 to 16. He announced the admission of fourteen persons to the status of candidacy for the Doctor's degree.

Returning in September, 1927, refreshed and invigorated from his world tour, Dr. Hunt was enabled to report, at the end of the year 1927-28, an amazing increase in the degrees conferred. The total of Master's degrees in 1926-27, including the summer session, was 132. The number in 1927-28, exclusive of the summer session, was over 300. Moreover, eight candidates, representing four departments, had attained the degree of Ph.D. In general discussion of policy, picturing the function of a great university in a great city, he reiterated that "Nothing pertaining to citi-

zenship can be regarded as foreign to the twentieth-century university. . . . It must help in the erection of standards of merit and efficiency that shall be worthy of its high calling; it must constitute itself into a bureau of experts ready to respond to calls for public service; it must shed abroad an atmosphere of social idealism; it must ceaselessly contribute to the realization of more abundant life." Both financially and culturally, he pointed out, the city—even more fully than the commonwealth and the nation—profits by the presence of the university—by the worth of its daily work and its continuing ideals as well as its growth in buildings, equipment, and endowment. Finally he presented an analysis of "Specific Needs of the School," unfortunately too full to quote here at length.

In June, 1928, the School of Education, as well as those of Law and Medicine, were made separate professional schools, handling their own graduate students; and on June 4 of the same year the Council on Graduate Study and Research voted to recommend that the University establish the degree of Doctor of Education, the detailed requirements to be formulated, but to include three years of satisfactory graduate work and a dissertation. The Graduate Bulletin of April, 1929, provides that:

All courses throughout the University for which graduate credit may be obtained must first receive the formal approval of the Council of Graduate Study and Research. This applies not only to strictly graduate courses [200] . . . but also to those upper division courses for which graduate credit is desired and to all courses in the professional curricula of the University which may be used in partial satisfaction of the units for the Ph.D. degree.

Over these reports of the Dean one is sorely tempted to linger, but space limitations forbid. In his Report of June 30, 1930, he attacked the question of the dangers of mass production in higher education. Mass production tends to produce a "standard mind"; quantity production tends to interfere with originality. "Thought patterns become fixed by rigid discipline, and power to break free into new outlets is lost." "To preserve and foster the creative spirit in our graduate schools is a problem of the first magnitude." "Is the possession of a collegiate diploma, even from a standard college, in itself a sufficient guarantee for admission to a graduate school?" he asks. "Should there not be reasonable selection,

which might tend to bar the definitely mediocre student, while perhaps admitting the honors student from even an unlisted college? . . . The selective process . . . must be continued throughout the respective stages of [the student's] progress. . . . Selection should be more and more searching as the student advances, and certainly more and more individual." Yet "As numbers increase, there is grave danger that the details of administrative procedure may stand in the way of justice and fair play to the individual graduate students—that we pay tithe of mint and anise and cummin, and omit the weightier matters of the law, judgment, mercy, and faith. It is necessary that appropriate records shall be made, but it is still more important that individual achievements shall be fully recognized. . . . It is a matter of little concern whether the successful candidate for the Ph.D. degree has on file records for 76 units of study or 67 units. It is of vast significance whether during the period of his graduate study he has learned to know and appreciate the graduate attitude, whether he has developed undoubted powers of research, and whether he has gained real mastery over some important field of human knowledge."

Again in the report for June 30, 1932, we read: "More and more, advanced courses should include and embody results of the professor's researches; for in dealing with doctorate candidates he is working at the frontiers of knowledge in a specialized field. It follows that a given course should not be of identical content year after year—it must reveal vital progress and reflect the professor's productive scholarship." And again, "It cannot be too strongly insisted that scholarly attainment and not the academic degree is the true desideratum in higher education. Therefore conscious effort should be devoted to the task of making paramount in the student's mind the desire for accomplishment rather than the desire for a degree."

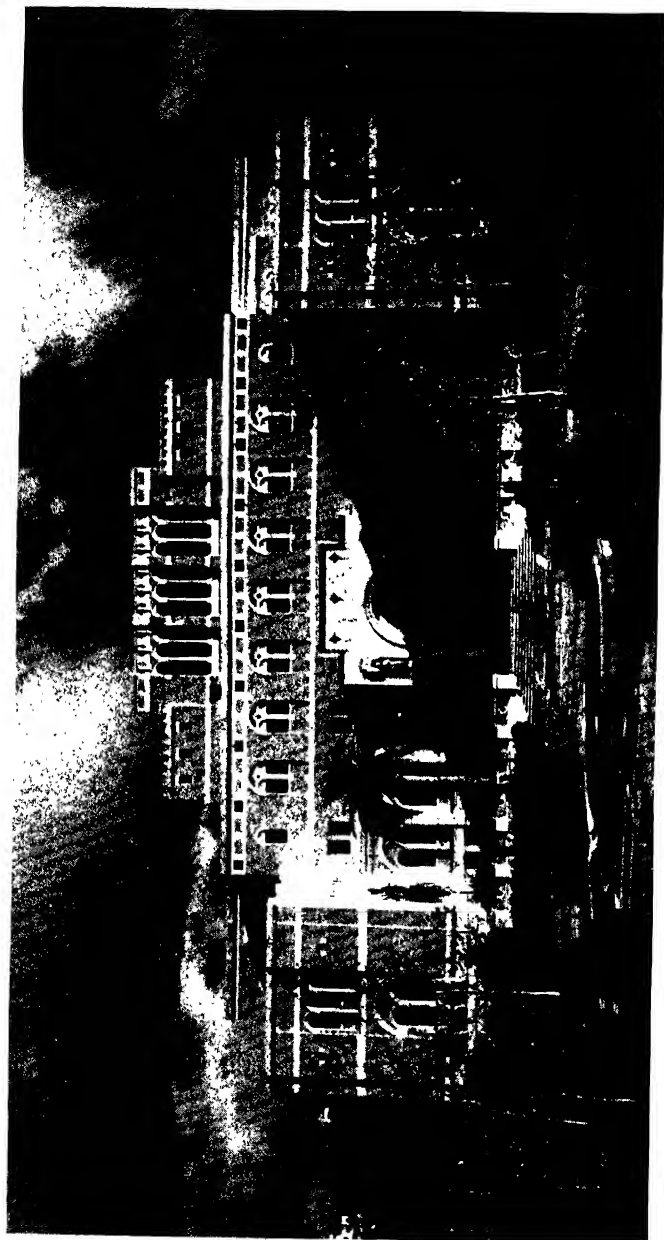
Meanwhile under the Dean's leadership the standards were being steadily raised and clarified. A committee under the chairmanship of Dr. Lawrence M. Riddle brought in a report defining the various types of graduate courses, which was adopted by the Council. The intensity of student application to the average course was fixed as at least four hours per week, in preparation and in class exercises, for each unit hour of credit, whether on

"200" or "100" level. The candidate for the degree of Master of Arts of any type was required to attain a grade-point average of 1.75 instead of the former 1.58—an important technicality that will be understood only by the initiated. Reports on research courses were to be filed in the library in the manner of a thesis. Applicants for admission to the Graduate School could not present transfer graduate credits that were more than seven years old unless on the basis of specific recommendation by the student's chief adviser, approved by the Dean, or as the result of special examination on the ground covered by the credits. Candidacy for the A.M. lapsed if not completed within three years. So were the academic procedures clarified and guarded.

A particularly interesting study of the graduate student body comes to us from 1931-32.

During the second semester of the year Mr. J. G. Patrick, a graduate student in Sociology, prepared an interesting study on the collegiate distribution of 1,465 graduate students registered in [the University of] Southern California. It was found that these graduates represented 253 institutions in the United States and abroad, and that with the exception of three states (South Carolina, Georgia, and Mississippi) every state in the Union was represented by one or more students. A total of 686 students were resident in Southern California, 139 were from the San Francisco Bay district; while very considerable groups came from the vicinity of Chicago, New York City, and the States of Wisconsin, Massachusetts, Ohio, Indiana, and Iowa. Foreign countries represented included England, France, Germany, Russia, Scotland, China, and Korea.

From the standpoint of the Graduate School the great event of the year 1932 was the opening of the Edward L. Doheny, Jr. Memorial Library. This was the answer to long prayer. Every report of Dean Hunt from 1923 to 1930 had emphasized the necessity for a worthy and fire-proof home for our books. In 1929-30 Dr. E. S. Bogardus headed a special committee of the Council to collect the particular features that should, in the opinion of graduate instructors, be incorporated in such a building. Miss Charlotte Brown, for many years the faithful and painstaking head librarian, had examined many such structures, and had long had her plans definitely outlined from the standpoint of the library technician. At last, through the generosity of Mr. and Mrs. Edward L. Doheny Sr., and of the family of Edward L. Doheny, Jr., the long-hoped-for became a substantial reality.



THE EDWARD L. DOHENY, JR., MEMORIAL LIBRARY



The ground was broken for the magnificent new building on Commencement Day, June 6, 1931, and the building was progressively opened for use in September, 1932. A more detailed description of the edifice has already been given; but it is impossible to omit reference to it here in the more intimate treatment of the graduate work because to every real scholar structurally the Library is the crowning glory of the campus, and this particular crown is studded with Robinsons.

Meanwhile, once more the car of progress rolled on its way. From 1931 down to the present, marked was the expansion in degrees. The College of Music became a School, established as an instructional unit in the College of Letters, Arts, and Sciences and in the Graduate School of the University, and entitled to offer the Master of Arts with a major in Music. There were established the degrees of Master of Science in Pharmacy and Master of Architecture. Dr. Bogardus was made Dean of the School of Social Work, which was authorized to confer the degree of Master of Science in that subject. The School of Speech petitioned for the status of School under the College of Letters, Arts, and Sciences, a petition that was assented to, with the authority to grant the Master of Arts with such a major. The School of Journalism asked the same status and the request was acted on favorably with a corresponding privilege. The College of Architecture became the College of Architecture and Fine Arts and was granted the right to confer the degree of Master of Arts with a major in Fine Arts. The Division of Psychology, an instructional and research unit within the College of Letters, Arts, and Sciences, was organized in February, 1935, as a pioneering attempt to remove departmental barriers in researches and courses relating to psychology. In addition to his preparation for professional psychology, the student may now approach his studies from the various branches and related fields of psychology; viz., psychiatry, sociology, education, music, speech, philosophy, international relations, criminology, and the University instructional and guidance program. It also leads to the degrees of Master of Arts and Doctor of Philosophy. In the year 1927 there was begun an outlined four-year course in the science and technique of Cinematography offered by the University in advisement with the Academy of Motion Picture Arts and



Sciences and leading to the Bachelor's degree. In the Graduate Bulletin of April, 1935, there was announced the possibility of attaining the degree of Master of Arts with a major in Cinematography. A recent affiliation pivots upon the department of Archaeology and Anthropology, which links the University with the School of American Research of the Archaeological Institute of America and which thus becomes a valuable auxiliary of the Los Angeles University of International Relations and also may co-operate with the department of Oriental Studies. Thus, spiral-like, on a higher plane the University again employs the affiliation technique of its earliest founders.

The capstone of the entire structure that has thus been erected by the University Administration after fifty-five years of development is the School of Research, an organization within the Graduate School and under the general management and supervision of the Council on Graduate Study and Research, which, incidentally, has now been increased to twenty-six persons. The Dean of the Graduate School is Director of the School of Research. Its purpose is to extend the horizons of human knowledge by means of independent investigation. It is not expected that the number of students on these higher levels will be large; instruction and guidance will normally be in small groups and for individuals intensively engaged in specialized projects. Co-operation in research enterprises within special fields and involving interdepartmental phases of wider fields is indispensable to the securing of the most fruitful results. Through the work of the School of Research, The University of Southern California accepts the responsibility of undertaking to conduct graduate work at the highest levels. In this it seeks to develop in the minds of qualified men and women an attitude that will not be satisfied with mediocrity, that demands adherence to the scientific method and spirit, and that begets an ardency and vision calculated to advance human learning and disseminate serviceable knowledge.

Membership in the School of Research, in addition to its regular staff of seventy-six specialists, now consists of four groups of persons:

A. Every graduate student, on being formally admitted to candidacy for the degree of Doctor of Philosophy by the Council

on Graduate Study and Research, becomes *ipso facto* a member of the School. Thus is provided an important safeguard at the point of admission to candidacy for the doctorate—only those deemed worthy of membership in the School of Research will be formally admitted.

B. Other students in the Graduate School who have already received the Master's degree or its equivalent, and who have demonstrated undoubted capacity for research, may be admitted on the special recommendation of their respective department chairmen and by vote of the Council.

C. Visiting scholars and scientists, including National Research Council Fellows and members of the instruction staffs of other institutions of higher learning, may, on recommendation of the Dean, be admitted to membership in the School by vote of the Council.

D. Junior members of the faculty of The University of Southern California who are actively engaged in research, but who have not attained the rank of Associate Professor, are eligible for consideration as members of the School of Research. Such persons may, on the written recommendations of their respective department heads, or of the Director of the School of Research, be admitted to membership in the School of Research by vote of the Council.

There is also a group of Associates in Research. As a mark of distinction any regular member of the School of Research who has demonstrated exceptional ability in research or who shows extraordinary promise in creative scholarship, may, on the nomination of his department chairman and with the approval of the Dean of the Graduate School, be elected by the Council an Associate in Research—provided, however, that only such persons as are devoting themselves primarily to active research are deemed eligible to this distinction.

The Executive Committee of the School consists of the following persons:

Director Rockwell D. Hunt, *Chairman ex officio*; Emory S. Bogardus, Harry J. Deuel, Ralph Tyler Flewelling, Allison Gaw, Milton Metfessel, Albert S. Raubenheimer, Lawrence M. Riddle.

A special interest of the School of Research is expressed in sponsoring the preparation and publication of research studies by members of the Faculty as well as by student members of the School. The acceptance and publication of studies and monographs are under the direction of the Editorial Committee on Research Publications of the University.

The present enrollment in the School for 1934-35, according to the Dean's report of June 30, 1935, is:

Class A .....	37
Class B .....	9
Class C .....	1
Fellows by Courtesy.....	5
	—
Total .....	52

Such is the beginning of a division of the University that ultimately should prove to be even more deeply penetrating in its influence than those that have been dwelt upon at length in the preceding pages. For after all is said, the real pioneers are the pioneers in the domain of thought. The creation of such is pre-eminently the function of the School of Research.

## AFTER WORD

As one reaches the end of this necessarily brief survey of the beginnings of graduate work that have been achieved at this University during the preceding quarter-century, one cannot but feel acutely its many omissions. How much has been left out that one would like to have said! How inadequate has been the attention given to the twin sister of the Graduate School of the University—the School of Education, which, under the leadership of Dean Lester B. Rogers, has been so important a sharer in her labors and accomplishments. A glance at the statistical appendices to follow, under the unsegregated heading, "Education," with their amazing record of that department and School as mirrored in the total of 1,636 Master's degrees conferred during its history, a total of 29 degrees of Doctor of Education in the first four years of its offering such a curriculum, and the total of 545 educational credentials issued by it in the year 1934-35 only—not to dizzy the arithmetic of memory by summing up all of the latter that are registered throughout the period from 1912 on—such a mere glance will tell the tale to a discerning eye. Much, too, might have been said, and undoubtedly will be when a history of the period is written under less straitened conditions, concerning the constructive work of Vice-President Frank C. Touton, whose scientific experiments and analyses of educational possibilities and whose practical application of them, more particularly to the undergraduate student body, have been probably the strongest single influence in building up the standards of scholarly achievement among those who will and do contribute so largely to the group of entrants to the Graduate School itself. And many others there are whose names are omitted and whose contributions should, if space permitted, have been chronicled. But after all, the net result of such a survey of the institutional life of even so brief a span as twenty-five years cannot but leave one with a poignant realization of the fact that the University as a whole is a microcosm—like civilization itself, the product of countless men through many generations—that each takes up his share in the labor for a brief time and then passes on to join his friends of the past—that the supreme consideration is to see to it that, while here, he has given of his best, be it large or small, and so built that best

into the structure of the whole. An elegiac conclusion, truly! And yet an inspiring one. For thus one is certain that the fruits of his labors will not be lost—that while he, like the humble artisan in a medieval cathedral, may have contributed but the carven ornamentation on a hidden beam in a stairway, yet that stairway leads aloft to the ball below the cross, where men may look down upon the seething life of the city below and out upon the panorama of Nature's wealth of beauty in the country beyond, and then, gazing into the blue empyrean, draw for a space a little closer to the Eternal.

APPENDIX A  
MEMBERS OF THE GRADUATE COUNCIL  
1910-1935

GEORGE FINLEY BOVARD, <i>President of the University</i> 1908-21 .....	1910-1921
RUFUS BERNHARD VON KLEINSMID, <i>President of the</i> <i>University</i> 1922-date .....	1922-date
JAMES HARMON HOOSE, <i>First Chairman of the Gradu-</i> <i>ate Council</i> 1910-1911.....	1910-1916
THOMAS BLANCHARD STOWELL, <i>Second Chairman of</i> <i>the Graduate Council</i> 1911-1919.....	1910-1919
ROCKWELL DENNIS HUNT, <i>Secretary Graduate Coun-</i> <i>cil</i> 1910-1919, <i>Third Chairman Graduate Council</i> 1919-1920, <i>First Dean</i> 1920-date.....	1910-date
JOHN HAROLD MONTGOMERY, <i>Registrar, Secretary</i> <i>Graduate Council</i> 1919-1925.....	1912-1925
THERON CLARK, <i>Registrar, Secretary Graduate Coun-</i> <i>cil</i> 1925-date .....	1925-date
JAMES MAIN DIXON.....	1910-1927
EDGAR MAXIMILIAN VON FINGERLIN.....	1910-1919
GILBERT ELLIS BAILEY.....	1910-1915
CHARLES LINCOLN EDWARDS.....	1911-1912
ALLISON GAW.....	1911-date
ARTHUR WICKES NYE.....	1911-1912, 1919-1933
FESTUS EDWARD OWEN.....	1911-1920
LAIRD JOSEPH STABLER.....	1911-date
PAUL ARNOLD.....	1912-1921
JOHN GODFREY HILL.....	1914-date
ROY MALCOM.....	1914-date
SAMUEL RITTENHOUSE.....	1914-1922
BENJAMIN F. STELTER.....	1914-1918
EMORY STEPHEN BOGARDUS.....	1915-date
EDGAR H. McMATH.....	1916-1919
RALPH TYLER FLEWELLING.....	1917-date
TULLY CLEON KNOLES.....	1917-1919
CLARENCE VOSBURGH GILLILAND.....	1919-1927
WALLACE FRANKLIN JONES.....	1919-1920
LAWRENCE MELVILLE RIDDLE.....	1919-1920, 1922-date
DON PHILIPPE MORALES DE SETIEN.....	1919-1922

HERBERT DOUGLAS AUSTIN.....	1920-date
LESTER BURTON ROGERS.....	1920-date
JOHN WELHOFF TODD.....	1920-1926
JOHN' FREDERICK FISHER.....	1921-1931
CHARLES E. MILLIKAN.....	1921-1925
DANIEL VICTOR STEED.....	1921-1926
LEWIS EUGENE FORD.....	1922-23, 1924-25, 1927-1930
ANTHONY FAULKNER BLANKS.....	1923-1925
HOWARD DEFOREST.....	1923-1930
CLAUDE C. DOUGLAS.....	1923-1932
HUGH HARTSHORNE.....	1923-1924
D. WALTER MORTON.....	1923-1925
EMERY EVANS OLSON.....	1923-1925
CLAIR S. TAPPAAN.....	1923-1927
FRANK CHARLES TOUTON.....	1923-date
KARL TINSLEY WAUGH.....	1923-1931
MARY SINCLAIR CRAWFORD.....	1926-date
WALLACE MCCOOK CUNNINGHAM.....	1926-1927
THOMAS WILLIAM MACQUARRIE.....	1926-1927
IRENE MCCULLOCH.....	1926-date
LEWIS DARWIN AMES.....	1927-1934
BRUCE RICHARD BAXTER.....	1927-1935
PHILIP SHERIDAN BIEGLER.....	1927-date
FRANK HARMON GARVER.....	1927-date
REID LAGE MCCLUNG.....	1927-date
JUSTIN MILLER.....	1927-1930
WILLIAM FRANCIS RICE.....	1927-1930
ERNEST WALTER TIEGS.....	1927-date
GILBERT GIDDINGS BENJAMIN.....	1930-date
JOHN FRANKLIN DODGE.....	1930-date
WILLIAM GREEN HALE.....	1930-date
PAUL STILWELL MCKIBBEN.....	1930-date
CHARLES MARSH CASE.....	1932-date
OWEN COCHRAN COY.....	1932-1933
MILTON FRANKLIN METFESSEL.....	1932-date
ALBERT SYDNEY RAUBENHEIMER.....	1932-date
EDGAR LEE HEWETT.....	1933-1935
HANS NORDEWIN VON KOERBER.....	1933-date
ABERDEEN ORLANDO BOWDEN.....	1935-date

## APPENDIX B

CHRONOLOGICAL GROWTH OF THE  
STUDENT BODY OF THE  
UNIVERSITY OF SOUTHERN CALIFORNIA

1880 ——— 1935

1880-1881.....	55
1884-1885.....	114
1885-1886.....	248
1888-1889.....	524
1892-1893.....	179
1900-1901.....	259
1901-1902.....	307
1902-1903.....	328
1903-1904.....	431
1904-1905.....	587
1905-1906.....	729
1906-1907.....	900
1908-1909.....	964
1909-1910.....	1,079
1910-1911.....	1,802
1911-1912.....	2,107
1912-1913.....	2,505
1913-1914.....	2,649
1914-1915.....	2,773
1915-1916.....	3,106
1916-1917.....	3,718
1917-1918.....	3,437
1918-1919.....	3,774
1919-1920.....	4,260
1920-1921.....	4,850
1921-1922.....	5,635
1922-1923.....	7,846
1923-1924.....	8,750
1924-1925.....	9,953
1925-1926.....	12,217
1926-1927.....	14,066
1927-1928.....	15,084
1928-1929.....	15,906
1929-1930.....	17,137
1930-1931.....	16,185
1931-1932.....	15,590
1932-1933.....	13,845
1933-1934.....	12,699
1934-1935.....	14,587





Foreign Trade																									
Philosophy	1	2	3	2	3																				
Psychology						4			1	1	3														
Spanish			1								1	1													
Biblical Literature											1	2	1												
Latin	1	2					5	2	1		1	1													
Mathematics		1	1	1							1	1	1	4	3	3	4	8	10	6	4	7			
Political Science											1	2	3		3	3	3	8	8	12	4	4			
German	3	2	1			2	4							1	2	2	3	2	8	1	1	2			
Greek															1										
Religion														4	16	15	5	8	4	6	5	1			
Physical Education															5	5	3	5	2	6	5	5			
Architecture																			1						
Geology																		1		3	2	1	2		
Anthropology and Archeology																									1
Fine Arts																									3
Music																						2	1	1	
Oriental Studies																									
Total	11*	18	15	18	18	31	37	31	33	31	29	41	64	69	73	106	120	294	220	268	355	431	433	220	156

\*In the records for 1910-11 the departments that contribute to this sum total of 11 are not specified.

Degrees of Master of Science by Departments in Chronological Order.  
1912-1935

	1910-11	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Botany												1									2	3	4	2	3
Chemistry					1								3		4		4	5	4	6	2	7	3	8	8
Neurology																							1		
Orthodontia																							1		
Physics				1	1	1							3	1	2	1	1	1	1	1	1		4	3	1
Zoology																				3	5	2	2	9	2
Geology																			2		1	2		1	1
Physiology																									
Bacteriology															1			1				1		1	
Electrical Engineer																		1			1		2		
Applied Mathematics									1															1	
Mathematics																									
Biology										2						1							1	1	1
Chemical Engineering										1													1	3	3
Civil Engineering																			3		1	1	1	2	
Petroleum Engineering																							1	1	
Mechanical Engineering																							5	3	5
Public Administration																							67	202	241
Education																									
Pharmacy																									1
Social Work																									6
Total				1	2	1			1		3	1	6		6	7	5	8	11	12	16	17	90	236	272

APPENDIX E  
Higher Degrees Exclusive of A.M. and M.S. in Chronological Order.  
1912-1935

	1910-11	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Doctor of Philosophy																									
Doctor of Education																									
Master of Laws	4	4	3	4	4	1	5			1	3		3	4	1	5	2	2	3	2	1	2		2	
Juris Doctor				6	5	13	14	9	2	4	10	9	12	15	10	18	9	9	9	8		6			1
Doctor of Science of Law																	1								
Master of Theology																	4	5	11	6	3	12	7	2	12
Master of Pharmacy						1				1													2		
Master of Business Administration													2	1	3	6	1	3	6	7	11	6	4	11	12
Master of Music																			4	6		2	1	1	2
Master of Architecture																							2		1
Electrical Engineer	1																		2	1					
Petroleum Engineer																					1				
Total	5	4	3	10	9	15	19	9	2	6	13	9	17	20	14	29	18	27	39	38	29	42	40	40	51

**APPENDIX F**  
**Teachers' Credentials and Certificates in Chronological Order.**  
**1912-1935**

	1934-35	1933-34	1932-33	1931-32	1930-31	1929-30	1928-29	1927-28	1926-27	1925-26	1924-25	1923-24	1922-23	1921-22	1920-21	1919-20	1918-19	1917-18	1916-17	1915-16	1914-15	1913-14	1912-13	1911-12	1910-11
General Secondary Credential	386	440	576	554	458	326	446	403	526	371	308	231	93	90	100	89	80	79	135	112	91	98	66	69	
Administration Credential	120	111	95	121	121	151	67	43	65	70															
Supervisory Credential	31	13	18	38	52	24	36	19	37	40															
Junior College Credential	8	16	16	15	14	12	2	0	2	0															

The above credentials and certificates are issued by the School of Education.

Similarly, since June, 1928, the professional degrees, Master of Arts in Education, Master of Science in Education, and Doctor of Education, are conferred by the School. These total, during the given period:

A.M. in Education.....	789
B.S. in Education.....	510
Doctor of Education.....	29















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321





